

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

EDITED BY E. F. STRONG.

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PHYSICAL CULTURE.

A much needed and practical reform, and one which especially commends itself to those entrusted with the education and training of the young, seems about to receive in these later days, a portion, at least, of that attention which its importance demands.

We were happy to notice in a recent number of the Journal, that extracts from the late report of the excellent Superintendent of Public Schools in Boston had found their way into its columns, and also to learn that a Sub Committee had been appointed by the school board of the city of Boston to take into consideration the subject of physical education in the public schools, as recommended by Mr. Philbrick in his semi-annual report.

This we believe is a move in the right direction and we are not surprised to find that Mr. Philbrick, in this as in other improvements, is among the first to call attention to this particular department of education in its application to the public school.

It must be borne in mind, however, that the object of such a course of physical training, is not to raise up men of giant strength and capable of lifting immense weights or enduring

remarkable degrees of hardship and punishment; a few men of "muscle," in the generally received acceptance of the term, are enough for any community. What we do need is some system of physical culture which will render "the house we live in" a suitable dwelling for a princely mind; a system which in its development and progress will effectually break up the usual dull routine of school-room duty and furnish to teachers and scholars a source of profitable and healthful amusement.

Proper attention to this branch of education, makes it necessary that school-houses be constructed with separate apartments arranged and fitted up especially with reference to physical exercise; and we hazard the opinion, that the time is not far in the future when in all our large schools these accommodations will be provided, and that this particular branch of a thorough education, when fairly inaugurated, will not be considered unreasonable in demanding one third at least, of the time usually spent in school labor—two hours every day from the six hours of school to be devoted to physical culture! Looking at the past, with its tenacity in clinging to old theories and customs, and its tardiness in working reforms, we scarcely dare to utter it; but looking to the future as it now appears in prospect and as it will appear when it becomes the present, we have no room for doubt. There is too much intelligence among communities, everywhere in this country, to neglect much longer the proper cultivation of the physical nature without which mental development fails of its object.

A gymnasium furnished with some simple apparatus and connected with the school room, would be of immeasurable benefit to scholars, particularly in winter, when more exercise is needed than at other seasons of the year.

Many children who spend much time out of doors during the summer months, dispense almost entirely with open air sports and plays on the approach of winter; and yet in cold weather the system craves more food, teachers generally exact more study, the school-room contains more impure air, and thus a room where pupils can resort to engage in some

healthful, exhilarating exercise or sport becomes an absolute necessity.

We are inclined to think there can be no system of physical culture adapted alike to the wants of all the scholars of our schools; like the bed of Procrustes it would be too long for some and too short for others; but at the same time, we think every intelligent teacher understands anatomy and the laws of health sufficiently well to invent a suitable course and system of exercise for his pupils.

Although with us the institution of a system of physical culture may, by some, be regarded as a new fangled notion and an unprofitable experiment, it certainly has elsewhere and in former years, received very general attention. In many of the schools of Europe, boys have for many years enjoyed facilities for practicing manly sports and games to which the boys of our own country are mostly strangers. In Sweden, Prof. Ling has introduced a system of gymnastics into the national schools, and there it is also practiced as a branch of medical treatment. In France, the *pompier*s have excellent gymnastic schools which the men are obliged to attend daily. In 1811, under the auspices of the Russian government, a public gymnastic school was opened at Berlin, which was soon followed by similar schools all over the country.

The Tournament of the middle ages answered, with the better class in those days, the purpose of a gymnasium; while Homer at a much earlier period describes the Greek as engaging at gymnastic sports. We should be happy to know that this subject is receiving, or would soon receive, from the hands and hearts of Connecticut teachers, that attention which its importance demands.

Massachusetts in this, as in many other respects, seems destined to occupy the front rank. Dr. Lewis of Boston, himself the author of a popular system of gymnastics, and one admirably adapted to the wants of our public schools, has established a gymnasium in the tri-mountain city, and com-

menced the publication of a Journal devoted to physical culture.

We congratulate the teachers of Massachusetts in having a leader so efficient and enthusiastic, and we trust that in our own state, some one in authority will set the "ball" in motion that shall result in awakening a general interest in this subject throughout our entire commonwealth.

PHYSICAL CULTURE—BY DIO LEWIS, M. D.

In a majority of the United States, the children are educated by the State, and the expenses defrayed by a public tax. The justice, not to say humanity, of this provision, is recognized by the thoughtful of all civilized nations. Such care has special reference to the poor, as the rich have always the means of securing the desired culture. The poor in our country produce the wealth of the country, and it is but just that that wealth should give them an education. In this providence of the State is seen not only justice, but the wisest economy and prudence. So general is the recognition of the bearings of this policy, that the possessors of the wealth, in order to its increase, and to the enjoyment of their riches in security, willingly pay for the education of the poor, that their muscles may be more intelligently directed, and that they may be removed, as far as possible, from lawlessness and crime.

The education thus far provided by the State, for her children, has been exclusively intellectual. Moral and physical education have received no attention. Perhaps, however, it ought to be mentioned that some effort has been made in the moral direction by reading the Scriptures, and prayer in our schools. But, in reference to physical culture, nothing whatever has been attempted. The most abundant provisions are made for storing the mind with arithmetic and Latin, while the body is left to waste and die. The head is filled with the straight lines of geometry, while the body is left to double up in a way most ruinous to the vital organs. Chil-

dren are taught to conjugate Greek verbs with frightful industry, while the health of the respiratory and vocal apparatus is entirely neglected. They are taught the precise composition of the air we breathe, while in the school-house they are left to breathe an atmosphere which seriously poisons their bodies. They are kept for years at the piano, while their nerves, upon the health of which the pleasure of all music depends, are left to almost sure distraction.

In brief, the mind is filled with learning—with the most noble conceptions and aspirations, while the body, without which the mind is as a building void of foundation, is left to premature decay and death.

The State is moved by a wise and noble ambition in her attempts to educate her children; but, when she stops at mere intellectual training, she makes a radical and most unhappy mistake.

In addressing a Christian people, I need not say that the ultimatum—the crowning glory of all true integral education, lies in the moral region.

The education of the body and the head has reference to the heart. We lay the foundation, and erect the superstructure, that, at its crest, the white flag of love and peace may float in the breezes of heaven.

And I will now state, what has long been with me a vital, earnest faith, viz: The relations between the body and the heart are much more intimate than those between the head and the heart.

An acquaintance with Hebrew and Greek does not necessarily make a better husband, wife, father, mother, friend, or neighbor, but a symmetrical body, with every organ in its normal place, the stomach digesting well, and every other organ performing its functions healthfully and happily, will most *inevitably* make a better husband, wife, father, mother, friend, and neighbor.

The head may not be able to digest conic sections, but still the life be full of patience and sweetness; but, when the stomach refuses to digest beef, these charming traits are sure to depart.

Select ten boys and ten girls of like composition. Confide five of each sex to the best teachers in the country, and permit them to conduct the class of ten through the orthodox educational career, from the alphabet to the day when the five young men graduate with all the honors of Harvard, and the five young women graduate with all the honors of the Springler Institute. The young men shall be filled with mathematics and the classics, and the young women shall speak half a dozen modern languages with the readiness of natives, and play many musical instruments with infinite skill. They shall stand as types of the highest culture which our best educational institutions can impart. And, with all these possessions, their bodies shall be as the average of graduates from the institutions I have named.

Confide the other class of ten to the care of educators not less rich in the learning of the schools, with the solemn charge that three hours at least of each day shall be devoted to physical training. That the saddle, the boat, the skates, the forests, the hundred-and-one active sports of the field, and the gymnasium, shall occupy at least one-fifth of their waking hours. They shall graduate at the same honored institutions.

Now, granting that vigorous health contributes nothing to rapidity of acquisition and tenacity of memory, the young men will graduate at Harvard with one less dead language, and the young women at Springler, with two less modern languages. The two classes shall graduate at the same time, and stand side by side, that we may compare them. The members of the former class we find round-shouldered, weak in back, stomach, sides, and nerves, and, when they walk, we are struck with a lack of grace and elasticity. Every member of the latter class is erect in form, with backs, stomachs, sides, and nerves, in the finest health and tone, with striking flexibility and grace in every movement.

But this education in both classes is simply a preparation for the duties of life. Let us follow them out into the world, and the contrast between their histories will be found wider than that in their appearance on the day of their leav-

ing college. The five ladies of the feeble-bodied class marry, and, could the history of their trials and sufferings be written, it would make the saddest book ever published. The five ladies of the healthy, vigorous class marry, and the probabilities are as ten to one that each will become the centre and soul of a healthy, happy group.

The five men of the feeble-bodied class engage in professional life. Sore throats, dyspepsia, and nervousness ride them like an incubus to the grave, while the five men of the other class find the world full of good things, and triumphant success an easy task.

If this view of my important subject be just, and I do not know an intelligent, observing educator who would hesitate to acquiesce in all I have said, how important the duty to provide immediately for the physical education of our young.

For example, in Boston, every school-house should at once be provided with a fine playground, and a complete gymnasium should be added by raising the roof of the building, and introducing one or two new stories. A large quantity of apparatus for both yard and gymnasium should be provided. Every boy and girl in attendance should be conducted through an elaborate course of bodily training. If they are now kept in school six hours each day, let them be kept seven, under the new *regimé*, and devote, during the first year, one hour per day; during the second year, two hours each day, and from the beginning of the third year, three hours each day to physical training. It is only those who have studied the beautiful forms and matchless genius of the classic Greek, with the knowledge that this exquisite development and finish were the legitimate fruits of a national education, in which gymnastics filled the largest and highest place—it is only such, and those who are conscious that nothing is impossible in physical development and achievement, who can begin to calculate the results of such an innovation upon our present system of education.

Every one of those pale, feeble, crooked little ones who now swarm in our streets at the hour of school dismissal, would be changed into an erect, vigorous, elastic, ruddy,

and happy child. Every one of those sunken, nervous, fainting young ladies now lying in wait to break the hearts of the men who become their husbands, would be transformed into a healthy, happy woman, and prove a joy and blessing to husband and children. And every one of that miserable, premature, nervous, tobacco-cursed class, known as "Young America" would become decent, manly, and useful.—*Mass. Teacher.*

DERIVATION OF WORDS.

ARTICLE II.

ADJECTIVES express qualities or attributes of substances. A knowledge of matter is gained by means of its attributes. Adjectives may be considered as the expression of a sort of power or activity, by means of which, matter makes an impression on our senses. They are therefore akin to verbs, and are classed with words expressing activity. They are, with few exceptions, derived directly or indirectly from verbal roots.

The following are the principal classes.

I. Adjectives derived from radical verbs and abstract nouns. In these, the verbal idea is prominent, and they contain no reference to any other word; e. g., "loud," from a root signifying to sound; "wrong," from "wring," to twist; "vital," from Lat., "vita," life. These are akin to present participles.

II. Adjectives derived from concrete substantives. These correspond to an inflection of the noun, and directly refer to their primitives; e. g., "wooden," "boyish," "regal."

III. Compound adjectives; e. g., "round-faced," &c.

The orthographical changes are of two kinds—internal inflection, and the use of suffixes and prefixes; e. g., "blank" from "blink," "wooden," etc. The former process has taken place mostly in words of Saxon origin. It is worthy of notice, that in many cases roots have been taken from both the Saxon and the Latin; e. g., "fatherly" and "paternal; "

"born" and "native." By a sort of desynonymizing process each word of such pairs has assumed to itself a peculiar province.

It is interesting to notice the variation of the verbal idea in the derivative. Thus "wrong" now refers not to something twisted or wrung out of shape, but to want of conformity with a standard, moral or physical. "Noble," from a root signifying known, (old Lat. verb "gno,") is applied at present to the descendants of those who made themselves known by brave deeds.

Verbs appear to be the primary words of language. Hence they are derived from each other and from existing derivatives with the exception of those whose origin is lost in antiquity. These may be considered as primary words from which all others are derived.

Ideas expressed by verbs are of two kinds; intellectual and physical. Verbs expressing intellectual ideas are derived from those expressing physical ideas. The same remark may be made in regard to all words expressing intellectual ideas. As an illustration of this take the following list.

To incline,	to bend forward.
To decline,	to bend back.
To suspect,	to look under.
To inspect,	to look into.
To refuse,	to throw back.
To consider,	to look at carefully.

(From Greek *εἶδω*, not Lat. *Sido*.)

These examples have Latin roots.

Gestures correspond with the physical or literal sense of the word.

In many cases both meanings are still in use. This, however, causes no confusion.

That we can not discover the physical meaning in some verbs, proves merely that it has been so long disused as to be forgotten.

In one class of words this change of meaning is peculiar and interesting. Many emotions are expressed by words which also express the corresponding physical action.

Verbs expressing physical ideas may be considered as derived from certain primary roots. These roots express what may be called the cardinal ideas in language. Various authors have made different classifications. Becker makes twelve classes, all of which express motion. "To go," in its widest sense, or the generic idea of motion, is probably the primary idea of human language. (For some interesting ideas on the orthoepy of these primary words, consult Fowler's English Grammar, 2d ed., chap. vii.)

From these primary roots other verbs have been derived in various ways.

I. By internal inflection; e. g., "to fell" from "to fall."

II. From substantives in like manner; as "to bleed" from "blood."

III. By the addition of a prefix or suffix; as, "to blunder," from "blend," to mix.

IV. By composition in various ways; e. g., "petrify," "nullify."

V. From other parts of speech, with mere change of accents; e. g., re-cord from rec-ord.

The parts of speech, thus far considered, express ideas or notions. The others, with the exception of some adverbs, express relations of ideas or of thoughts. They are reserved for another article. M.

"BAD SPELLING—THE CAUSE AND REMEDY."

A WRITER in the September number of the Journal has revived some antiquated opinions in reference to spelling, which I had hoped to have seen replied to. But no one seems to have felt called upon to do it. And now comes the November number, containing a long article, endorsing in full "every word he has written," and uttering severe denunciations against all who venture to think for themselves, which sound very harshly from the pen of an Acting School Visitor.

Yet neither of these gentlemen have given a single fact or reason for what they assert, but simply their *ipse dixit*.

Now, lest some of our younger brother and sister teachers should be led, by the confident assertions of these gentlemen, to fear that they had sinned against light and knowledge in their endeavors to walk by the light of experience and common sense, let them be assured that there are very few "live" teachers who have not sinned, in a greater or less degree, in the manner thus confidently denounced.

I beg leave, Mr. Editor, to offer some reasons for differing from these gentlemen.

Upon what authority the writer in the September number "takes it for granted that our schools do not turn out such good spellers as formerly," he does not inform us. But I feel quite confident that if the past generation and the present could be fairly compared, by the only true test, the productions of the pen, the present generation would not suffer by the comparison. As to the spelling orally "every word within the covers of the Spelling Book," I have in my mind a case of the kind, which was related to me by a teacher of long experience.

He had been for fifteen years a firm believer in the Spelling-Book drill, as the only means of teaching spelling thoroughly, and he never allowed anything to interfere with that exercise. Among his pupils was a young lady who had been several years under his instructions, and who delighted him by her perfection in that exercise, having, several times, passed a whole term without mis-spelling a single word, and, as he said, he, at that time, "fully believed that she could spell every word within the covers of the Spelling-Book." After leaving school, she removed to another part of the State, and soon after wrote to her former teacher. To his astonishment and chagrin, more than half of the words were mis-spelled. This opened his eyes and set him to looking for results, and he has since that time been a seeker after new paths in teaching spelling. And to this point I suppose that most intelligent teachers, who watch the results of their labors, have come from their own observations, viz: that the Spelling-Book drill, for the purpose of teaching spelling for practical use, was a waste of labor.

And this I think much nearer the true reason for the neglect of the Spelling-Book, than those frivolous ones given by the writer of that article. I have long observed this change of which he complains, and have looked upon it as one of the signs of progress in the right direction.

It is now nearly thirty years since the writer of this article commenced his labors as a teacher in a country district school, and "boarded round." He was not long in discovering what not only these gentlemen, but hundreds of teachers before and since have discovered, that spelling, as taught in schools, was for some reason of very little practical value, and as hundreds of others had and are still doing, he undertook to find the cause and the remedy.

Among the devices resorted to for this purpose, one was that of collecting mis-spelled words, and sorting and comparing them, to ascertain if possible the mis-leading principle. Another was that of inquiries respecting the previous training of pupils, and the comparison of results. Another was experiments in oral and written spelling. But it is useless to take up room with details. Let it be sufficient to say, that after several years of this sort of inquiry, he became convinced that the Spelling-Book and oral spelling, for they are inseparable, were the real sources not only of most of the bad spelling, but most of the stupidity, the senseless lip-study, and the inveterate dislike to books, which are so largely entailed upon our children; and nearly twenty years ago, he banished them both from his school-room. Here then the practice, which these gentlemen assume to be so pernicious, has been carried out in a school of seventy pupils, of all ages, for a time sufficiently long to test it fairly, and if they are really anxious to know the truth, they can have a list of schools and higher institutions which have been receiving pupils so trained for nearly a score of years, and ascertain by inquiry the effect of this dangerous innovation.

But what shall be the standard by which to judge of good and bad spelling? The English Language contains, according to Webster, about eighty thousand words. Worcester has more.

Of these it is said that a little over three thousand only are in daily use for ordinary purposes. But let us allow five thousand as the number in daily use. Now it will be evident that a person familiar with these five thousand words would, for all practical purposes of life, pass for a good speller. That is he would so seldom mis-spell words in writing as to be considered accomplished in that branch. While another person who might be able to spell correctly all the remaining seventy-five thousand words, and not familiar with the few in daily use, would pass for an *ignoramus*, although knowing fifteen times as many words as the other.

Is not this then the real standard by which we actually judge of each person's good or bad spelling, viz., the correct spelling in writing of all the words he makes use of for practical purposes? If so, why should we compel a child to *agonize* over a mass of words, fifteen-sixteenths of which he will never want; or if ever wanted, the want and the supply will come together?

It would seem that if our pupils, when they leave the Grammar School, were familiar with the words in ordinary daily use so as to pronounce them at sight without spelling, and to write them correctly when used, it is all that ought to be expected or required. They would then have the elements of progress in any department of the world's great school, or in the higher institutions of learning.

This mania for cramming children with thousands of, to them, senseless words, is peculiar to our language and to the Chinese, and what is not a little remarkable it is not considered among us as necessary in teaching any other language, ancient or modern. Let the writer who insists so strenuously upon it for his own mother tongue, send his child to a teacher to learn Latin, Spanish, or French, and let the teacher, under the plea of teaching him to spell, put him daily to memorizing pages of disconnected words, without any reference to meaning or use, and I am afraid he would think that he knew—"too much"—or too little—and look elsewhere for more judicious teaching.

But let us inquire where Mr. Webster learned his spelling. Was it in a Spelling-Book? No, it was by a process entirely different from studying columns of words. He took the language and classified it, comparing and arranging words according to resemblances and differences, tracing up derivations, &c., arranging and re-arranging words until he had made them familiar to his mind through the various characteristics by which he had arranged and classified them. The Spelling-Book was the result of these labors. Each column or set of columns contained the results of the word problems which he had thus worked out, and the whole book bore a relation to his labors similar to that which the Key of an Arithmetic bears to the problems in the Arithmetic, a compendium of results. Now if a teacher should lay aside the Arithmetic and give his pupils the Key, and require them to memorize the columns of results, as there arranged, without reference to the problems, who would not think it absurd? Why is it not equally absurd to give the same pupils the results of Mr. W's word problems to memorize, without any reference to the problems themselves, by which he learned them?

But suppose that it was possible for any one "to spell orally all the words between the covers of the Spelling-Book," of what value would it be? It may be said that the learner would have stored up a full stock of words for future use. But what are words worth without ideas. Words are not ideas. They are only the shells, the husks of ideas. The idea is the kernel. There is no natural connection between the sound or word, and the idea. This connection is entirely arbitrary, and can only be made by learning them in connection as representatives of each other. Without this mental association words are only empty shells. Now if we could by any possibility store up the whole eighty thousand words, in this empty condition they would remain empty, senseless sounds, with no ideas associated with them to call them up to the mind. How could they ever be rendered usable but by relearning them again in connection with ideas they are supposed to represent? Why then all

this waste of time and strength over what is so entirely valueless when attained?

This whole operation is deceptive in its results. The very name as applied to oral spelling is a misnomer. This notable exercise is simply telling how to spell, and is no more spelling, as we understand it in practical life, than telling how to sew is sewing, or telling how to knit is knitting. We recognize no other spelling for practical purposes than that which is done with the pen, and it is precisely such a piece of dexterous handiwork as knitting or sewing, and can no more be acquired by telling how than can either of these useful arts. And the hand needs to be educated by a similar process in all, so as to perform the operation almost without consciousness from the head. The head, it is true, must be the educator, but the hand, when properly educated, should spell the words dictated by the head, without stopping to ask how they must be spelled. If any artist or artisan should attempt to teach his apprentice any department of his art or trade, by simply telling how it was done, without attempting to do it, he would be considered a simpleton.

This mock spelling is supposed to be necessary to enable the learner to recognize the words in reading. But really it is no more necessary for the child to recognize the separate letters in a word, in order to recognize the word, than there is that he should recognize the separate features of a person's face, before he can recognize the face. Each word has a countenance peculiar to itself, and when properly associated with the thoughts of which it is the exponent, is recognized and remembered as readily as we remember faces, and much more easily than letters. If writing is taught simultaneously with reading, as it should be, word for word, the pupil cannot fail to learn the alphabet, and when he can write a word from dictation or from memory, there never can be any difficulty in his telling the letters of which it is composed.

It is very important too, especially for teachers, that the eye should be so trained as to detect misspelled words whenever they may occur. The eye should be so familiar with the countenance of each word as to decide upon the

right or wrong of each without stopping to spell it. Without this it is impossible for a teacher to detect misspelling in examining lessons. If he were obliged to spell each word before he could decide upon its spelling, it would increase the labor a hundred fold. Indeed it would debar the teacher from examining lessons in writing altogether. There are scores of teachers, as well as others in our land, who have been trained upon the model of those gentlemen who cannot trust their eyes, ears, or hands for spelling, and who in the dread of exposing their deficiency, in this particular, avoid even letter writing. And when driven by circumstances to write they are compelled to read proof by the help of the Dictionary before they dare to expose it to the eyes of others. What wonder that such teachers should be advocates of oral spelling in schools!

This is a brief sketch of the wonderful system which these two gentlemen have just discovered to be the true panacea for all our bad spelling and which they would have imposed upon us by law. But I must leave the subject here. It is a broad one and needs more than one article to do it justice. I have been able only to glance at some of the most prominent points; but I trust I have said enough to show that there is another side to the subject. I am well aware that there are some, whose opinions I highly respect, who cannot go with me in some opinions I have expressed. Let them give us the results of their experience through the pages of the Journal; and now that discussion has been provoked let us probe the subject to the core, and if possible ascertain in what direction our experience, as a whole, points. Discussion guided by the results of experience is the safe road to progress. When teachers are told that they have no right to think, but must stand still and turn the crank or be dismissed, it is time for the profession to speak out.

PRACTICAL.

For the Connecticut Common School Journal.

AN AUTUMN REVERIE.

A CHEERLESS, autumnal storm! No musical patter of raindrops among fresh leaves, whose sound, as one listens, lulls the mind to a dreamy rest, the luxurious calm of which is not broken, but enhanced by pleasant fancies that glide forth from the portals of reverie's halls! Instead, hear the sharp, dashing sound of sudden gusts that beat impetuously against the window panes, starting imagination, fear and dread from their places of repose, while they stand aghast, as though a host of eager woes were storming the castle of the soul!

No light summer breeze toys with the laden bough, sending down a playful shower on the robin beneath, who answers back with a single, quick warble, in which is breathed the very soul of hope! The ear is filled with the voice of the wind, as it roars among distant forests, now rising fitfully and swelling with the might of its grief, now dying away to a low, hollow wail, sobbing and moaning in the despair of unspeakable sorrow!

Brown, withered leaves strew the graves of flowers killed by untimely frosts; fitting reminders of glorious hopes that died before their prime, of gorgeous dreams that faded at one touch of the sceptre of Reality.

Come, my soul, look about thee, and see how have perished thy "noble longings for the strife," ere their fulfillment; how fruitless have been thy greatest endeavors; how ignoble thy best work; how unworthy thy highest efforts! Behold, thou who hadst such visions of truth and glory in thy first days of youthful enthusiasm, how thou art "less than nothing and vanity."

Then Memory, who comes sometimes with such gentle hand and sweet demeanor—Memory, with altered, sterner mien, and iron grasp, hurried me along over fields, bright with flowers, whose hue and scent I once enjoyed, but whose every petal now blistered and stung, while "*self*" was written on each delicate form before my eye! Bird

songs that once delighted, now changed into mocking tones that shrilly whistled, "*Self,—for self alone didst thou gather these joys!*" Waters, near whose soothing sound I had lain in luxurious idleness, murmured, "*I serve all men in my flowing, but thou has lived for self alone!*" Beautiful fruits turned to bitterness in my mouth, while in the very sun-beams, I read in black letters that sullied their brightness, "*for self only hast thou wrought!*"

Filled with shame I besought my guide to spare me. Un-answering she drew me within a city's gate. There, on every hand, arose those structures builded by "the architects of fate, working in the walls of time." Humble or mighty, in countless number and strange variety, they stood, monuments of all ages. But, lo here! a roofless palace, with crumbling walls, its colors despoiled, its rich mosaics stained and broken, its crimson hangings faded and tattered, its fountains void of water, its very throne empty and tottering! Read, graven on the ruined gateway, traced on the falling cornices, embroidered on the trailing canopy—"Ye build in vain if Selfishness lay the corner stone!"

I would fain have cast myself down in despair, and called upon the accusing walls to crush me, had not Memory forbade, and hasted my unwilling footsteps toward a cemetery where lay the ashes of the departed. No wreath of affection twined by loving hands of mine rested on these mounds; even the costly marble which I had ordered, with ostentatious show of grief, bore letters, carved from ugly serpent forms, which spelled *my own name!* As I stood, mute with horror, vanished forms rose up in air around me, with cold reproach or melting sorrow in their gaze.

Fainting, I sank to the earth. After century like movements of insensibility, I felt a gentle touch, and raised my eyes to see Repentance bending over me, with pity in her look and comfort on her lips. "Mortal!" she said, "Long hast thou grieved thy loving Father by thy sordid aims, and selfish life. At last thou hast seen the bitter fruits of thy labor! yet despair not. The angel of Forgiveness abided at

the right hand of the Most High, and she hath already sealed thy pardon."

"Receive this Guide Book sent to teach thee the paths of self-sacrifice, which thy Father will thou shalt follow. Let me bind close upon thy heart this amulet of Faith, by which thou shalt ever see before thee, however dark and toilsome the way, its glorious end, where reigns the everlasting Son of the Father "who though He was rich, yet for our sakes became poor," and, at the end of His earthly life, "died, that we might live." Through its marvellous power, thou shalt also discern, on the hills of Paradise, the apostles, martyrs, and those who for Christ's sake and for the love of suffering humanity, have toiled on day and night, forgetting self, enduring all things, and enjoy a full reward for the only labor worthy of immortal man.—"*Self denying labor for Christ's sake.*"

Still beats the rain; the wind has ceased not its mourning—the dead leaves yet rustle and fall—but, thank God, I heed them not. I only clasp my Guide Book tighter, while my heart grows strong beneath the precious amulet, and I press on toward the end.

Friend, Fellow Laborer, Brother Teacher, wilt thou go with me?

J. G. E.

PHYSICAL CIRCUMSTANCES OF INSTRUCTION.

It is the first and constant duty of the primary school teacher to attend to the regulation of physical influences. He has to deal with a large number of children, of tender age, of different temperaments and degrees of health, keenly susceptible of external influence on their bodily frames, and liable to suffer from even slight irregularities. A disregard of the plainest laws of health in the school room must, in the end, affect the health of the children. In the mean time, it prevents them deriving any benefit from the work in which they are engaged. For his own sake, too, the teacher must be mindful of these laws. If he is depressed in spirits, not

to say enfeebled in health, the whole school suffers. One day's work in a close room may not affect him much; but no constitution can resist the effect of a continuance of this over several years. It is in the fact that such influences operate almost imperceptibly, that his danger lies. Let the sanitary state of his school room, then, be his first thought when he enters it in the morning; and let his thoughts recur to this at the end of every lesson.

First in order of importance is ventilation. The school must have a steady supply of fresh air throughout the day. The symptoms which indicate neglect of this are very plain. Perhaps the teacher may often be conscious of a dimness of eyesight, a giddiness of head, a general languor and drowsiness which nothing can shake off, and for which he can not well account; it is probable they are largely owing to his working in impure air. Many continue even to bear headaches, sickness, or sore throat, without ever suspecting that these are owing to the same cause. If such be the effect on the teacher, is it to be supposed that the children will escape? Their countenances and the tones of their voice are some index to the state of the school. And if the teacher will scrutinize these, as he should accustom himself to do, he will be kept from error in this matter. It is not enough that the air be fresh in the morning; or that the windows be opened and closed fitfully throughout the day, just as accident may direct his attention to the subject, or that there be one stereotyped degree of ventilation throughout the year. This is a matter that requires attention from hour to hour, and from day to day, according to wind and weather. An atmosphere which is fresh in the morning, very soon becomes vitiated unless it is changed, and the teacher may not be conscious of its condition. He can not do better than go outside occasionally for the sake of comparison.

Another important feature is the keeping up of a proper degree of temperature in the school room. Every school should have a fire; and the teacher should regulate it throughout the day. Where there is neither fire nor stove, we need hardly wonder that the windows should be kept close to ob-

tain warmth. Both extremes of temperature must be avoided. If the temperature be kept habitually too high, the children will become nervously sensitive of cold. At the same time the air may be fresh, and yet injuriously cold. *Particularly are drafts to be avoided.* As many schools are constructed, it is hardly possible to avoid these. A class should not stand immediately under an open window, or behind a door.

The management of light is not so much attended to as it ought to be in schools. A dull, dingy room, in which the eye has to strain itself to discern objects, must depress the elasticity of children. On the other hand, a body of bright light, streaming into the faces of a class, can not but produce restlessness and inattention. If the windows are not well placed for the distribution of light, the teacher may, perhaps, modify their effects, by regulating the state of the blinds. A primary school should be a light, cheerful place. A stone color is most suitable for the walls.

Children in the primary school are not capable of much tension, either mental or bodily. A great deal of inattention is often attributed to willful trifling, which would be more justly traced to the teacher's disregard of the physical capacity of the children.

The hours of school attendance should not be long; never exceeding four daily,—distributed thus: two hours in the forenoon, and two in the afternoon, with an hour's interval; or better, into three sittings of an hour and twenty minutes each, with two intervals of three quarters each, if the circumstances of the school admit of it. Whatever children can do in school, they will accomplish within these hours; to prolong their attendance to five or six hours, instead of aiding their progress, will only injure their health. Parents are often found to desire this longer attendance; but the teacher must be guided neither by their ignorance, nor their selfishness, but by her own consciousness of what is right in this matter; for it is she alone that would have to bear the responsibility in the event of any child being injured.

Every morning and afternoon should be occupied by vari-

ous lessons. A lesson should not average in duration more than a quarter of an hour, and on no account exceed twenty minutes. It is hard enough to sustain the attention, even for this period, and no child will be able to retain more than we can tell him within it. The teacher should subdivide his lesson rather than trespass beyond this limit. Lessons of different kinds, *i. e.* occupying different senses, should follow each other; this is a great relief. It is absurd to speak of these frequent changes as causing loss of time.

Not more than three-fourths of each morning and afternoon period should be devoted to instruction which involves mental occupation. It is necessary to have short intervals between the lessons for physical relaxation; which is given, either by a general change of position in the classes throughout the school, accompanied with marching, or by special bodily movements. Further, it may sometimes be necessary, during the lesson, to recall the wandering thoughts of one or of all, by such movements for a few seconds; the teacher may easily read, in the countenances of the children, when such a stimulus will be beneficial. Too much either of sitting or of standing is objectionable; they must alternate. Variety in every species of activity is the rule of the primary school. There is an endless choice in the selection of physical exercises; body, legs, arms, and fingers, may all be called into requisition. Bending of the body, a sudden passing from a sitting to a standing posture, and *vice versa*, easy gymnastic movements of the arms, beating time with the feet, action amongst the different fingers, and imitation of the trades, are the most common. The secret of success in these is alertness in calling for them, and in varying them rapidly and decidedly. They should be performed by the children, partly at word of command, but chiefly in silence, by imitation, with eyes fixed on the example of the teacher. Free and confident motion is indispensable in the teacher while giving them; they will fail unless the children see and feel the influence of this. Smartness in giving these exercises is not the least of the accomplishments of the primary school teacher; it turns into an aid to discipline that disinclination to remain

still which would otherwise disturb her. The only limitation to them is that they should not be ungraceful in themselves, or unduly noisy, or tend to produce any kind of discomfort in the class room. Those are particularly suitable which, from the rhythm of their motion, admit of being accompanied by singing: of these marching is the most prominent.

We shall not do more than simply notice here the exercises of the play-ground, as the provisions for these will require us to speak of them more minutely afterwards. The proportion of play to work must, in the case of young children, be very large. The usual daily hour of interval is not enough for the purposes of training; but circumstances often make it impracticable to give more. As already indicated, the work should be twice broken by recreation; a third opportunity may be had before the children enter school in the morning. They should return home immediately, however, after the last school hour. As the play-hour serves both to give recreation to the children, and to afford room for the exhibition of their dispositions in actions toward each other, it should be given under superintendence. Such a watchfulness would serve no good purpose with advanced pupils, but the reverse; young children, however, do not feel it to be any restraint on them.

Finally, singing is a physical exercise of wonderful power in relieving the more serious work of the school. All must observe its calming influence after exertion and its cheering preparative influence on exertion yet to be undergone. It is like the ventilation of the mind; giving an outlet for the oppressed and pent-up feelings of the child, the hearty utterance of which is, at all times, refreshing. The younger children are, the more and the more frequent the necessity for the relaxation thus afforded; there can be no successful management of the infant school without it. We shall afterwards have to notice its value as a branch of instruction; what we insist on at present is its value as an instrument in a skillful hand for keeping alive the tone and activity of the school.—*Barnard's Papers for Teachers, Second Series.*

STORY FOR YOUTH.

POLITENESS ALWAYS PAYS.—An elderly lady in passing along a street in one of our cities, was overtaken by a sudden shower. She was at some distance from any acquaintance and had no umbrella. As she was deliberating what to do, a pleasant voice beside her said, "Will you please take my umbrella madam?" The words came from a pleasant boy of about ten years of age.

"Thank you my lad" said the lady: "I am afraid you will get wet if I do."

"Never mind me ma'am; I am only a boy and you are a lady."

"But perhaps you will accompany me to a friend's and then I shall not find it necessary to take your umbrella." The boy did so and was cordially thanked by the lady as he went cheerfully on his way.

Two years rolled away. The lady often spoke of the incident and wondered what had become of the boy—little thinking she should ever see him again, but during a dull season the lad being thrown out of employment was kindly invited to spend the winter with the lady towards whom he had exhibited polite attention.

Surely politeness and kindness will find their reward.

SCHOOL LAWS.

Office of Superintendent of Common Schools, }
New Britain, Nov. 19, 1860. }

MOST of the towns in the state have already received the school laws for distribution to the clerks of school districts. Packages for a few towns are still at this office, no reply having been received to the circular sent to the Acting School Visitors of those towns. These packages will be delivered without expense at the Comptroller's Office, Hartford, at the bookstore of Peck, White & Peck, New Haven, or at the Superintendent's Office, New Britain, as the School Visitors may direct; or they will be forwarded by Express if desired.

DAVID N. CAMP, *Superintendent.*

LOCAL AND PERSONAL.

WESTVILLE.—We are glad to learn that a graded school is to be organized in this place, and that Mr. JOHN F. PECK, late of Greenville, has been elected to take charge of it. Mr. Peck has proved an efficient and successful teacher, and we feel confident that in this new situation he will meet every reasonable expectation. A good graded school is much needed in this pleasant village.

NORWICH.—During the week of the Institute at Norwich Town, we had the pleasure of visiting the schools of Messrs. Bishop and Allen. Mr. Bishop has recently commenced his labors, and he has evidently made a very good beginning. The general appearance of the school was very favorable.

Mr. Allen's school, as usual, appeared remarkably well. We think we have never listened to better singing in any school than we heard in this. The school is, in all respects and in all its departments, a credit to the city and State,—a model school.

At the Falls, Mr. Whittemore is doing an excellent work. The same may be said, judging from what we heard, of Mr. Lathrop, of Norwich Town, and Mr. Peck, of Greenville, but as these schools were closed part of the week, we did not visit them. We think the Norwich schools are favored with the services of excellent female teachers. The harmony and coöperative spirit which prevails among the several teachers, in the schools we have named, are worthy of much praise. May such a state of feeling long continue.

NEW LONDON. Mr. Wilcox, who has been a successful teacher in one of the Grammar Schools of this city, has resigned, in order to engage in other pursuits. He is succeeded by Mr. Frederick W. Smith, a graduate of the Normal School, and an earnest teacher.

NORWALK.—We find in the Norwalk Gazette the following pleasant allusion to our friend L. L. CAMP, who recently resigned his charge to engage in agricultural pursuits.

"Of Mr. Camp, the late Superintendent, who entered his resignation for the purpose of returning to the 'old ancestral farm,' and managing its cultivation, we cannot part company with him without an expression of the very general esteem in which he was held by our citizens. His bland and courteous manners and personal worth will make him hosts of friends wherever he may go, and while we regret his departure, we can but rejoice that he has reached before us that bright goal, for which, through many a weary midnight hour,

with throbbing pulse and aching brain, we have so ardently longed and sighed—the highest hope of our most exalted ambition—the acme of life's felicities as regards occupation—that of becoming a plain country farmer! While we rejoice at friend Camp's good fortune, a feeling of sadness creeps over us that the fruition of *our* hopes and ideals is yet so far distant in the dim future that we can't even descry the faintest outlines."

We sincerely hope our friend may find health, wealth and happiness in his new vocation, though we are sorry to have him abandon a profession of which he has been so useful a member.

BRIDGEPORT.—A half hour recently passed in the school of Mr. Wilson, gave us very favorable impressions. With a beautiful school-house and good teachers this district may reasonably look for good results, and we are sure there will be no disappointment. We hear good accounts of all the schools of this flourishing city. The watch-word is "*Excelsior*."

NORMAL GRADUATES.—Of the members of the late graduating class we give the following additional items:—Miss HARRIET BARTHOLOMEW has accepted a situation in Racine, Wisconsin; Miss MARY V. LEE is to teach in Berlin; Miss MARY E. BASSETT is teaching in New Britain; Mr. HENRY A. LOVELAND at Haddam Neck; and Mr. ANSON FOWLER in New Britain. All deserve success: may they secure it.

Of former graduates who have taught to good acceptance, Mr. Mortimer Warren is teaching in Southington; Mr. R. T. Spencer in Meriden; and Mr. Correl F. North in Wolcottville.

WINDHAM COUNTY.—In some respects this must be considered the "Banner County" of the State. For several years the teachers have kept in active existence a County Association, whose influence has been highly salutary upon the educational interests of the County. An excellent spirit was manifested at the late "Teachers' Institute" held at Canterbury. There were about one hundred teachers in attendance, and they manifested a devotion to the objects of the gathering that was highly commendable and cheering. Nearly forty names were added to the subscription list of the Journal, a much larger list than was obtained at either of the other Institutes.

INSTITUTES.—We may say, briefly, that our Autumn Institutes have been well attended, and very pleasant. At most of them Rev. B. G. Northop of Mass., has rendered very valuable service in lec-

tures and instruction. Our teachers will long remember his pleasant words and sound counsels. At two of the Institutes Prof. Sanborn Tenney gave some highly interesting and instructive lessons in Physical Geography.

At Glastenbury, the Institute was under special obligations to Dr. Thrall, the Acting Visitor, Rev. Mr. Hall, a member of the Board of Visitors, Wm. Williams, Esq., and others, for constant and kindly coöperation.

At Bridgeport, essential aid was rendered by Mr. Whiting, Drs. Judson and Burritt, and by Messrs. Strong, Wilson, Maples, Peck and others.

At New Milford, Mr. Cyrus A. Todd, Rev. Mr. Murdock, and others; at Norwich Town, Rev. Mr. Armes and Mr. J. S. Lathrop were unwearied in their attention to the objects and interests of the Institute. Our worthy chief magistrate, Gov. BUCKINGHAM, manifested his interest by calling, on two different days, and uttering words of cheer.

At Canterbury, Rev. Mr. Grosvenor, Dr. Palmer, and others, contributed much to promote the best interests of the session. The kindness of the several gentlemen named will be held in grateful remembrance by all who were present at the Institutes. At the Windham County Institute, Mr. Thomas K. Peck conducted an exercise in English History, with a class of his own pupils, which afforded a high degree of satisfaction to all. We rejoice in Mr. Peck's well deserved success. His pupils recently manifested their regard for him by presenting him with a beautiful and costly gold pencil and pen. Our venerable and worthy friend, Gen. WILLIAMS, of Norwich, favored the teachers of Norwich Town and Canterbury with packages of books, and many kind words, for which they passed votes of thanks.

Our worthy friend, Mr. EDWIN WHITNEY, a graduate of the class of 1855 or 1856, has finally surrendered to Hymen's bands. We thought he would sooner or later—and bid him a cordial welcome to "our side." Mr. A. A. BAKER, of Colchester, of an earlier class, preceded Mr. Whitney in the same direction, by a few months. Our best wishes attend the gentlemen and their "better halves." Who next?

NORMAL SCHOOL.—The next term of this important institution will commence on Wednesday, the 2d day of January next, and continue till the last week in March. We would earnestly advise those who contemplate making teaching their profession, to avail themselves

of the advantages afforded them by the State at this school. Prof. Ripley is expected to commence his labors at the commencement of next term, and it is to be hoped that a large number of pupils may be in attendance during the winter.

Those desirous of attending should make an early application to Hon. DAVID N. CAMP, New Britain.

MISCELLANEOUS.

THE OHIO MONTHLY is one of the best of the Educational Monthlies and is constantly improving.

THE PENNSYLVANIA JOURNAL OF EDUCATION is becoming more valuable and each number contains articles of practical worth to teachers.

THE RHODE ISLAND SCHOOLMASTER contains a greater variety of articles than is to be found in most of our Exchanges,—and is quite as readable as any of the Journals. It has an able corps of Editors and richly merits a liberal support.

For \$1.75 we will send our own Journal and either of the other State Journals for the year 1861.

For \$3 we will send our Journal and the Atlantic Monthly or Harper's Monthly for 1861.

For \$2.50 we will send our Journal and Peterson's Ladies' Book to any address for one year.

TO OUR SUBSCRIBERS. With the present number we close the volume for 1860. We most sincerely thank those who have stood by the Journal in its days of darkness and by whose aid and encouragement it has been brought into the morning twilight. If they will still continue their efforts and support, the close of the year 1861 will find the Journal in broad day-light and on a firm foundation. Teachers and friends,—will you still aid us? If you will we will use our best endeavors to make the Journal more practical and useful than ever. We propose, in each number, to have two or three pages of miscellaneous items which may be found useful in the school-room exercises. While most of our subscribers have paid with a good degree of promptness, we find the names of upwards of two hundred who are still in arrears. Such will confer a great favor by making an early remittance.

HOW TO INCREASE OUR SUBSCRIPTION LIST. If each of our present subscribers, will obtain one new subscriber, it will make our Journal more than self-supporting. Friends will you aid us in this way?

Some of our subscribers have done good service by inducing their pupils to contribute towards securing a copy for the use of the school and district. The contribution of from 1 to 5 cents from each pupil will accomplish this. Who will try it?

SPECIAL REQUEST. While we would most earnestly and respectfully solicit the continuance of our present subscribers,—we would request any who feel that they cannot take the Journal for 1861 to inform us previous to the 20th of the present month. Our custom is to continue sending until we receive orders for discontinuance.

TO TEACHERS OF OUR PRIMARY AND INTERMEDIATE SCHOOLS. We wish to have some portion of every number of the Journal devoted to the interests of our Elementary schools. These schools are of far greater importance than people are wont to suppose,—and their faithful and devoted teachers are deserving of every encouragement. We would respectfully solicit communications from the teachers alluded to. Or if they prefer not to write will they please send to us, from time to time, topics or points in relation to which they would like information from others.

TO SCHOOL VISITORS. As co-laborers with you in the work of popular education, we would bespeak your kindly coöperation and encouragement. We shall always be glad to receive communications or items of local interest from you,—and shall esteem it a special favor if you will call the attention of your teachers to the importance of taking and reading the Journal.

STATE ASSOCIATION.

It was our intention to give an abstract from the Secretary's Record of the late annual meeting, but we are under the necessity of omitting it. We will however say that hereafter the annual meeting will commence on the evening of the last Thursday in October and close the Saturday A. M. following. The following Officers and Editors were chosen for the ensuing year.

President,—J. W. ALLEN, Norwich.

Vice-President,—A. MORSE, Hartford; G. F. PHELPS, New Haven; E. B. JENNINGS, New London; A. S. WILSON, Bridgeport; C. A. TODD, New Milford; E. W. BECKWITH, Cromwell; J. M. TURNER, Rockville; PORTER B. PECK, Windham.

Secretary,—F. F. BARROWS, Hartford.

Treasurer,—J. N. BARTLETT, New Britain

EDITORS OF THE JOURNAL.

Resident Editor,—CHARLES NORTHEED, New Britain.

Associate Editors,—JOHN N. BARTLETT, New Britain; LUCIAN BURLEIGH, Plainfield; L. L. CAMP, Meriden; T. W. T. CURTIS, Hartford; E. L. HART, Farmington; B. WELLS MAPLES, Bridgeport; W. L. MARSH, New London; A. MORSE, Hartford; GEO. F. PHELPS, New Haven; E. SMITH, Norwich; E. F. STRONG, Bridgeport; B. B. WHITTEMORE, Norwich.

☞ We owe an apology to our friend, the Editor for this month, for omitting part of the copy furnished. Owing to our absence at Institutes, we were not able to pass the copy to the printer before he had other matter in type, and we assume the responsibility of all excepting the first article. We hope our readers will not fail to peruse carefully the articles on physical culture and that on spelling. We think our friend "Practical" shows himself to be a *practical* man. His views are well worthy of consideration. *Res. Ed.*

☞ Please read the advertisement of Mr. Brownell. His new Ink Well is deservedly popular: it is a good thing. Mr. B. also keeps a great variety of articles for the use of schools and teachers, and holds himself ready to furnish teachers with almost every good book and illustrated apparatus.

NEVER DO TOO MUCH AT A TIME.—Sir Edward Bulwer Lytton, in a lecture recently delivered in England, gives the following history of his literary habits:

"Many persons seeing me so much engaged in active life, and as much about the world as if I had never been a student, have said to me, 'When do you get time to write all your books? How on earth do you contrive to do so much work?' I will surprise you by the answer I make. The answer is this: I contrive to do so much by never doing too much at a time. A man, to get through work well must not over-work himself; or, if he does too much to-day, the reaction of fatigue will come and he will be obliged to do too little to-morrow.

"Now, since I began really and earnestly to study, which was not till I had left college, and was actually in the world, I may perhaps

say that I have gone through as large a course of general reading as most men of my time. I have traveled much, and I have seen much; I have mixed much in politics, and the various business of life; and in addition to all this, I have published somewhere about sixty volumes, some upon subjects requiring much research. And what time do you think, as a general rule, I have devoted to study—to reading and writing? Not more than three hours a day; and when Parliament is sitting, not always that. But then, during those hours, I have given my whole attention to what I was about."

BOOK NOTICES.

VIRGIL'S ÆNEID: with explanatory Notes. By Henry S. Frieze, Professor of Latin, in the State University of Michigan. New York: D. Appleton & Co.

As we examine this beautiful edition of the Æneid we almost wish we were again to be a school boy, that we might enjoy the pleasure of studying this favorite poet under more favorable circumstances. The notes are sufficiently copious and clear, and the book is, in all respects, admirably adapted to school use, and we confidently commend it to the attention of teachers and learners. It is beautifully printed and well bound.

A GREEK GRAMMAR, FOR SCHOOLS AND COLLEGES. By James Hadley, Professor in Yale College. 12mo. 366 pp. New York: D. Appleton & Co.

It was probably no part of the author's intention to make "Greek easy," by preparing this book; but he has certainly done much to make its study pleasant. As we compare it with "Butman's," which we pored over many a year ago, we cannot but feel that pupils in Greek, at the present time, are highly favored. This book is well printed, and is worthy of extensive use.

COURSE OF ANCIENT GEOGRAPHY: arranged with special reference to convenience of recitation. By H. I. Schmidt, D. D., Professor in Columbia College. 12mo. 328 pp. New York: D. Appleton & Co.

This is another good book, not only for school use but for general reference. We know of no better book covering the same ground.

EDUCATION: Intellectual, Moral and Physical. By Herbert Spencer. 12mo. 283 pp. New York: D. Appleton & Co.

The chapters composing this work originally appeared as Review articles in the Westminster Review, North British Review and British Quarterly Review. The several chapters are on the following subjects:

Chapter I.—What knowledge is of most worth?

Chapter II.—Intellectual education.

Chapter III.—Moral Education.

Chapter IV.—Physical education.

We have been greatly pleased with the examination of this work, and consider its appearance in its present form as very timely. We trust it may receive an extensive circulation, as we are confident its views are worthy of special attention.

SMITH'S NEW GEOGRAPHY. Philadelphia: J. B. Lippincott & Co.

We have received a revised and greatly improved edition of Smith's Quarto

Geography. The earlier editions were formerly extensively used in our schools, and we bespeak for this new edition the attention of teachers. It is published in good style, and will, we doubt not, prove quite a popular and useful text-book.

A COMPREHENSIVE DICTIONARY OF THE ENGLISH LANGUAGE. By Joseph E. Worcester, LL. D. Revised with important additions. 12mo. 608 pp. Boston: Swan, Brewer & Tileston.

This is a very convenient form of dictionary for school use. In addition to the usual list of words to be looked for in dictionaries, we find special instruction given in the principles of pronunciation; *sounds of the vowels; sounds of the diphthongs and triphthongs; sounds of the consonants; accent; orthography*, with rules for the same, &c. *There is also a full list of the usual abbreviations, Latin and French words and phrases in common use, Proper Names, etc., etc.* The book will be found exceedingly convenient and valuable for school or family use.

HARPER'S MONTHLY. The December No. of this popular and useful magazine contains its usual variety of interesting and instructive matter. Among the articles are "A Peep at Washoe;" "The Croton Aqueduct;" "Unwelcome Guests;" "How the Course of True Love ran Smooth;" "The M. C's Christmas Dream;" "John Owen's Appeal;" "Out in the Storm;" "A Struggle for Life;" "Pomp;" "If I were only in Heaven;" &c., &c.

THE ATLANTIC MONTHLY for December fully sustains its previous reputation. The articles are "The United States and the Barbary States;" "Sunshine;" "The Two Tongues;" "Midsummer and May;" "Epithalmia;" "Arthur Halaara;" "The Confession of a Medium;" "John Andre and Honora Sneyd;" "We shall Rise Again;" "The Professor's Story;" &c.

JOURNAL OF PROGRESS. This is a semi-monthly publication, and we are much pleased with the numbers before us. It is published by Elias Longley, at Cincinnati, Ohio, at \$1 per annum.

We are compelled to defer notices of Harkness' First Greek Book, and Quackenboss' Primary History, till our next.

Ross' Map or Tablet Stand should be in every school-room. (See advertisement.)

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THE LIFE AND CORRESPONDENCE
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☞ The accuracy and excellent judgment exhibited in the arrangement of the Correspondence and construction of the narrative, long ago established Mr. Stanley's reputation as a worthy biographer of the noble Master of Rugby; the rapid sale of the former large editions of the work, and the constant demand for it while out of print, attest the interest which is felt in the details of the life and labors of Dr. Arnold. The Publishers, therefore, issue this new and carefully revised edition, in the hope that it will meet with favor from the general public, and especially from all who are interested in the cause of education. No teacher can afford to be without it, and no School or Academic Library can be called complete which does not include it.

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TICKNOR & FIELDS,
Publishers, Boston.

Jan. 1860.

**** HO! FOR THE SCHOOLS! ****

To the Children of the North, the South, the East and the West!

**CLARK'S
SCHOOL VISITOR,**

VOL IV.

THE October number of this popular DAY-SCHOOL PAPER will be the commencement of the Fourth Volume. The Visitor is a quarto monthly paper, containing, in pleasing variety, Useful Stories, Readings, Dialogues, Poetry, Sketches of Travel, Music, (in round and seven-shaped notes,) Songs, Enigmas, Puzzles, Educational News, and Fine Engravings. During the past year it has been our pleasure to publish some of the most popular pieces of music, as the eagerness with which they have been sought gives us evidence.

List of songs, with music published in Vol. III:—"Rosalie, the Prairie Flower," "The Angels told Me So," "Kind Words can Never Die," "Little Children, O I Love them," "Darling Nelly Gray," "Listen to the Mocking Bird," "I set my Heart upon a Flower," "Take Me Home to Die," "Wide Awake, Boys," "Just Twenty Years Ago," or "My School-Boy Days," &c.

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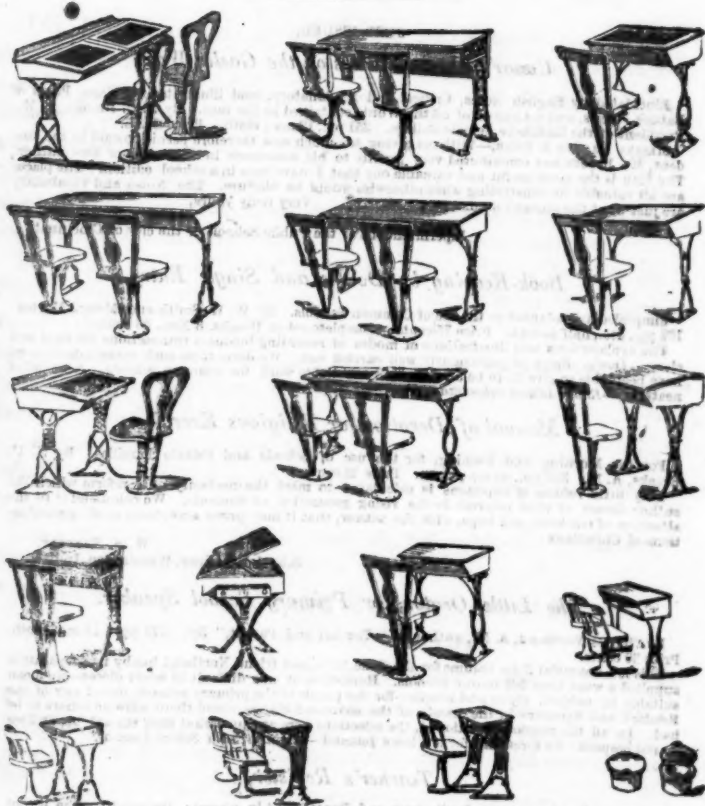
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
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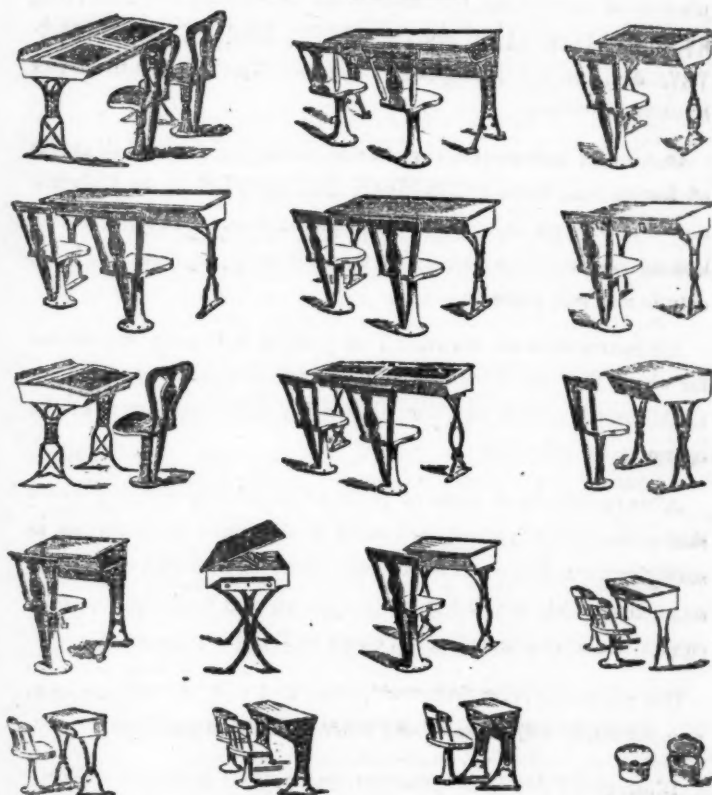
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
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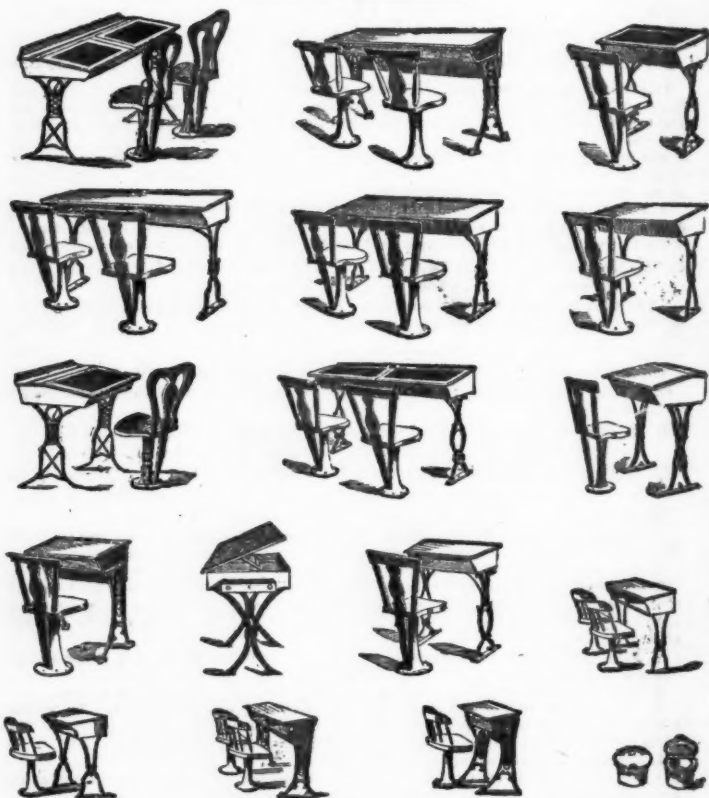
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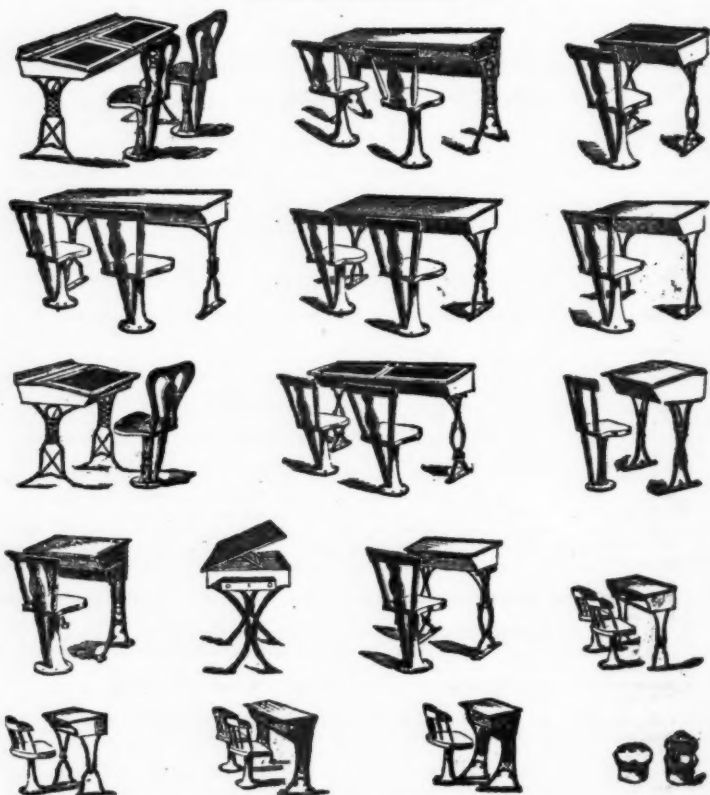
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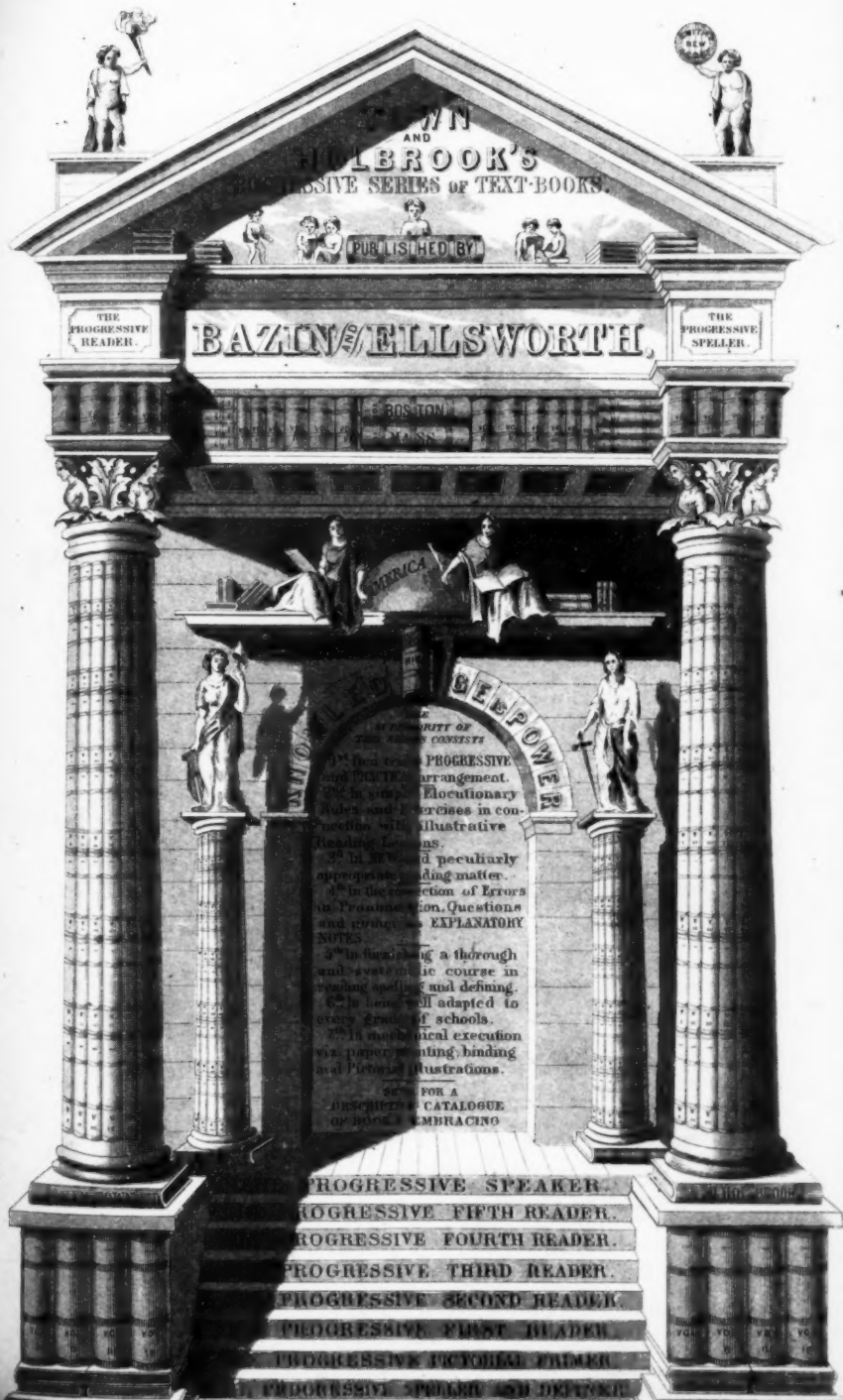
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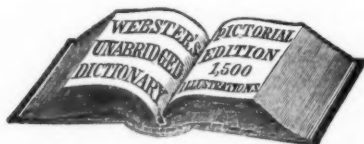
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FIG. 2.



FIG. 1.



EXPLANATION. The well (D) hangs by its rim in a hole bored in the desk, the upper edge of the well being as low as the surface of the desk. The PRESERVER (C) floats on the ink, (Fig. 2,) but is pushed down in dipping the pen. The CAP, (B,) by a thread on the outer edge is screwed into the hole in the desk, and forms the COVER to the well, (D,) securely locking it. The KEY, (A,) fits into the pen-hole in the cover and acts as a screw-driver. The hook at the bottom of the key removes the cap when unlocked.

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It was only tardily that my copy of your large Dictionary reached me here. But it has been on my table constantly since, and I have occasionally referred to the already well-thumbed copy at the Senate Chamber. I am astonished at the various results embodied in this work, which seems to me a master-piece of labor and skill. Others may have done as much, or more, in some special departments of lexicography; but I know not one who has done so much as you for all departments, and given to our language a Dictionary so complete and many-sided. Much as I value preceding dictionaries, I can not doubt that yours, as a whole, is the most useful and indispensable. It ought to be in every library, also in every academy and every school. Indeed, so essential do I regard it to every student of the English language, that I am tempted to say of it what the great jurist, Cujacius, said of a work in his day: "*Qui non habet Paulum de Castro, tunicam, vendat et emat*"—[Who has not a Paulus de Castro, let him sell his coat and buy one.] Most truly do I congratulate you upon this great success.

UNITED STATES HOUSE OF REPRESENTATIVES.

Clerk's Office, U. S. House of Representatives, }
March 15, 1860. }

Worcester's new Quarto Dictionary is the standard work of reference in this office, and the system of orthography therein represented is that adopted in the official records and documents of the House of Representatives of the United States.

J. W. FORNEY,

Clerk House Representatives U. S.

[PUBLIC PRINTING AND DEBATES IN CONGRESS.

Office of Superintendent Public Printing, }
Washington, March 14, 1860. }

I have long been familiar with Worcester's Dictionary, and have been highly gratified at the appearance of the new and beautiful edition of this valuable work, its vast vocabulary, the skill of its arrangement, accuracy of orthography, precision of definitions, particularly of technical and scientific terms, its general completeness, and its freedom from political or sectional bias, render it, in my estimation, the most perfect and authoritative expository of the English language. It gives me pleasure to state that it is the standard authority for the public printing.

Very respectfully,

JOHN HEART, Superintendent.

From Prof. JOSEPH HENRY, Secretary of Smithsonian Institution.

Early in the history of the Institution, the subject of orthography was referred to one of the most accomplished writers of this country, and in accordance with his recommendation, Worcester's Dictionary was adopted, as being nearest the general usages of English scholars.

SWAN, BREWER & TILESTON,

131 Washington Street, Boston.

July, 1860.

BOSTON Primary School Tablets.

PREPARED BY

JOHN D. PHILBRICK, Supt. of the Boston Public Schools.

THE WHOLE SET NOW READY.

The Set comprises Twenty Tablets, mounted on Ten Cards, twenty-one by twenty-seven inches. Each of these Cards, containing two Tablets, is complete in itself, and may be used independently of the others. The plan is original, and supplies a want which has been felt very generally by teachers in Elementary Schools.

The subjects illustrated are the ALPHABET, PENMANSHIP, DRAWING, PUNCTUATION, NUMERALS, SOUNDS OF LETTERS AND SYLLABLES, and WORDS AND SENTENCES FOR READING.

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In connection with the slate and blackboard, these Tablets afford important facilities for *oral teaching*, which experience has proved to be indispensable to the highest success in elementary instruction. Children love variety, and they must have it in school. No greater mistake can be committed, than to attempt to confine their attention to the printed page. Where these Tablets are in use, there will be little or no occasion for the use of text-books during the first six months of the child's schooling.

These excellent Tablets, supplying a need which has been so long and keenly felt by Primary Teachers, are already giving a new direction to the thoughts and curiosities of Primary School pupils." Says one of the most distinguished practical educators, with reference to Mr. Philbrick's Tablets:

"How often have I pitied the dear little sufferers, persecuted with such an abundance of nothing to do, and doomed to seek relief in mischief or sleep! Now, your 'Tablets' set to work their minds, eyes, fingers and tastes. They make some noise with their slates and pencils. Well, what of that? It is the sweetest of music to my ears. They who think that our children should not be taught, in *our schools*, the arts of idleness, will thank you for your noble efforts in trying to teach them the first lessons of reading, writing and drawing."

Among those who have recommended the Primary School Tablets, are the following educational men, well known throughout the country:

Hon. ANSON SMYTH, State Commissioner of Schools of Ohio.

Hon. S. S. RANDALL, New York City, Superintendent of Public Instruction.

Hon. DAVID N. CAMP, State Superintendent of Common Schools, Connecticut.

GEORGE L. FARNHAM, Esq., Superintendent of Schools, Syracuse, N. Y.

M. T. BROWN, Esq., Superintendent of Public Instruction, Toledo, Ohio.

CHARLES NORTHEED, Editor of the Connecticut Common School Journal.

Prof. LYFORD, Waterville College, Me.

W. H. WELLS, Superintendent Public Schools of Chicago.

FREDERICK A. SAWYER, Principal Normal School, Charleston, S. C.

Z. RICHARDS, President of National Teachers' Association.

Prof. J. W. PATTERSON, Secretary of the New Hampshire Board of Education.

These Tablets have been completed and before the public but two months, and are already adopted and in use in the Primary Schools of BOSTON, ROXBURY, CHELSEA, LYNN, MEDFORD, CONCORD, Mass., as well as in NORWICH, NEW HAVEN, NORWALK, Conn.; CHARLESTON, S. C.; BUFFALO, N. Y.; CHICAGO, Ill., and many other places of importance, while they are also being favorably considered with reference to introduction, wherever they have been presented for examination.

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☞ A Pamphlet, descriptive of each Tablet, with directions for their use, will be furnished gratis, on application, by mail or otherwise, to the Publishers.

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Publishers, Boston.

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March, 1860.

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No. 250 Main Street,

HARTFORD, CONN.

Jan. 1860.

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F. C. BROWNELL,

25 Howard Street, New York.

November, 1860.

THE LATEST. THE LARGEST. THE BEST.
WORCESTER'S QUARTO DICTIONARY.

THE STANDARD.—ILLUSTRATED.

The Executive Printing, the Debates of Congress, the Official Records of the Senate and House of Representatives of the United States, and the Publications of the Smithsonian Institute, to conform in orthography to

WORCESTER'S QUARTO.

IN ACCORDANCE WITH CERTIFICATES OF

John Hart, Esq., Sup. Public Printing. Hon. J. W. Forney, Clerk H. R. U. S.
J. Mattingly, Esq., Forem'n Cong. Globe. Col. W. Hickey, Chief Clerk Senate U. S.
John C. Fitzpatrick, Clerk Accts. U. S. S. B. G. Daniels, Esq., Clerk Accts. H. R.
Hon. Philip F. Thomas, Com. Patents. Wm. E. Jillson, Esq., Librarian Pat. Office.
Prof. Joseph Henry, Sec. Smithsonian Institute.

WORCESTERIAN ORTHOGRAPHY IN THE U. S. SENATE.

In a recent discussion in the Senate of the bill to carry into effect the treaties between the United States and Siam, China, Japan, Persia, and other countries, the following orthographical amendments were made, as reported in the Washington Globe:

Mr. Bayard. There are some amendments, which are merely formal, that I desire to make, at a suggestion of the Department. In line six, section twenty-one, I move to strike out the words, "of the Sublime Porte," and insert the word "Ottoman" between the words "the" and "dominions." It is a different mode of description. It is considered better and more effective.

The Presiding Officer. If there be no objection, that modification will be made.

Mr. Bayard. I have another amendment; wherever the word "offense" is spelt with an "s," instead of a "c," to strike out the "s" and insert "c," because it is an offence against the English language to spell it in that way. [Laughter.]

The Presiding Officer. That modification will be made.

Mr. Bayard. I move also, in the fourteenth line of the twenty-eighth section, to strike out the second "e" in the word "employee."

The Presiding Officer. It will be so modified.

Mr. Bayard. I have one other formal amendment which is essential. It is, in the ninth line of the first section, to insert the word "invested," instead of "vested."

The Presiding Officer. That change will be made.

The bill was reported to the Senate as amended, and the amendments were concurred in, and the bill ordered to be engrossed, and read a third time. It was read a third time, and passed.

"SIGNIFICANT FACTS."

The publishers of Webster's Dictionaries have recently published, under the head of "Significant Facts," several certificates from certain booksellers in relation to the relative sales of Worcester's and Webster's Dictionaries. This step has undoubtedly been taken to produce the impression upon the public mind that Worcester's Dictionary does not sell, and that Webster's does. It is therefore proper to state that none of the firms named have any "pecuniary interest" in the sale of Worcester's Dictionaries. They are not our agents, and most of them have not purchased directly from us a copy of the book. In fact, we shall presently show that they have, most of them, an interest in preventing the sale of it. We are therefore happy to learn that they have sold as many copies of Worcester as they have certified to.

We may here also state, the Library edition of Worcester's 4to. was issued January 2d, 1860. The edition for the trade appeared on the 25th of the same month. In the short period which has since elapsed, we have issued TWENTY-THREE THOUSAND copies of the work. The demand for them, the publishers of Webster to the contrary notwithstanding, so far from decreasing, we have substantial reasons to know, is on the increase.

We feel that the literary public must be heartily tired of the "War of the Dictionaries," and we confess that we are; but there is a large class of people engaged in the various avocations of life who have something else to do than to study Lexicography. They know little about the etymologies of words, and care less. Still they want a good English Dictionary. They want it for their own use, and for the use of their children. It is this class of purchasers that the publishers of Webster's Dictionaries hope to influence by their advertisements, their misrepresentations and their

WORCESTER'S ROYAL QUARTO DICTIONARY.

mis-statements. "Get the Best!" "Get the Cheapest!" "Get the Great American Dictionary!" "Get Webster!" are familiar to the eye of every reader of a newspaper, as are the advertisements of "Day and Martin's Blacking," the "Balm of a Thousand Flowers," or the veriest nostrum that has recently been invented. To prevent this imposition, and to defend our own property from their unprincipled attacks, must be our apology for so often appearing before the public.

To show the value of the certificates of some of these booksellers, we subjoin the following correspondence, which took place soon after the introduction of Worcester's Dictionaries into the public schools of Philadelphia. It will be necessary to state that Messrs. Mason Bros. of New York, are publishers of some of Webster's School Dictionaries, under a lease from the Messrs. Merriam. Presuming that "one of the firm" of Messrs. H. Cowperthwait & Co., the publishers of Warren's Geographies, was not co-operating with them in making a "National Standard," they addressed the following letter:—

"Messrs. COWPERTHWAIT & Co., Philadelphia:

"Gentlemen: If you are interested in Worcester's Dictionaries, or are using your influence for them, we and the other publishers of Webster would be glad to know it. We have often heard that such was the case, but have paid no attention to it. The matter now comes to us in such a shape, however, that one of your firm appears to be acting as an agent for the Worcester publishers.

"We of course do not question your right to work for these books or any others, but would like a clear understanding in the matter, as we are disposed to reciprocate favors in these book matters. Please to show your flag.

"Very truly yours,

MASON BROS.

"POSTSCRIPT.—Among the publishers now having important pecuniary interest in the success of Webster, are: W. B. Smith & Co., Cincinnati; Sanborn & Carter, Boston; Iveson & Phinney, New York; A. S. Barnes & Co., New York; Appletons, New York; G. & C. Merriam; Morton & Griswold, Louisville; Phillips, Sampson & Co., Boston.

"If you have joined hands with the Worcester interest, we should like to have these parties know it, as their agents are able incidentally to do something in geography matters without much trouble."

To which the following manly and dignified reply was made.

"Messrs. MASON & BROS.:

"Gents: We should have great pleasure in defining our position with reference to Worcester's Dictionaries, were it not for the implied threat which accompanies your letter. As it is, a decent self-respect prevents our replying to it.

"We do not believe you are authorized to speak for the firms whose names you use. We expect our competitors in business will do what they can honorably to secure the introduction and sale of books they publish; but we do not believe those of them who do not publish geographical works will instruct their agents adversely to our geographies, as you intimate will be the case, whatever may be our course with reference to 'joining hands with the Worcester interest.'

"Yours truly,

H. COWPERTHWAIT & CO."

A short time previous to this correspondence, the School Committee of Boston had voted with great unanimity to introduce "Warren's Geographies," to be used exclusively in all their schools, to take the place of "Mitchell's Geographies."

In accordance with the threat contained in the letter, an unsuccessful attempt was made by the agent of Webster's Dictionaries to displace Warren's Geographies (published by Messrs. H. Cowperthwait & Co.) in the Boston schools. A vigorous attack was made upon the book through the columns of the press, and the subject was discussed at several successive meetings of the School Committee of the city, when the foregoing correspondence was brought forward, and the conspirators were thus exposed to the ridicule of the community.

We ought in justice to state, from the highest authority, that, with the exception of Messrs. W. B. Smith & Co. and the Messrs. Merriam, the very respectable firms alluded to had no complicity in the matter, and that Messrs. Mason & Brothers were not authorized to use their names in the correspondence.

These "significant facts" show the value of the certificates alluded to. They show conclusively that these parties not only had an "important pecuniary interest" in the success of Webster, but that the publishers of Webster attempted to coerce others into an opposition to Worcester. But, happily for the world of letters, they did not succeed. Worcester's Royal Quarto Dictionary is not only a "significant fact," but its success is a "fixed fact."

**SWAN, BREWER & TILESTON,
131 Washington, St., Boston.**

November. 1m



**GET THE BEST,
WEBSTER'S UNABRIDGED DICTIONARY.
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1500 PICTORIAL ILLUSTRATIONS.

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SIGNIFICANT FACTS.

THE DICTIONARIES. It is universally conceded by the leading booksellers, that no large work has ever had so extensive a sale in this country as Webster's Quarto Dictionary.

The testimony of large jobbing houses, as well as of retailers, corroborates the statement of the publishers of Webster, as to the immense *present sale* of their Quarto, as compared with that of the work which claims to be a rival.

One Boston bookseller has sold *one hundred and nineteen* copies of Webster's Pictorial, and only *two* copies of Worcester, and states that “it is all that have been called for.”

The most extensive jobbing house in the book-trade, in the city of Boston, has sold *thirteen hundred and one* copies of Webster's Pictorial, and *two hundred and twenty-nine* of Worcester's since the books were published. In other cities the proportion in favor of Webster is much larger.

“Our sales of Webster in comparison with Worcester, are in the proportion of about *ten to one*.”—Philadelphia, Aug. 16, 1860. E. H. BUTLER & CO.

“We have sold, since 1st January, *fifty* copies of ‘Worcester's Quarto Dictionary,’ and *two hundred and six* of ‘Webster's Pictorial, Unabridged.’ It may be mentioned, however, that the sales of Worcester's book, were *all* made within a few weeks after publication; but after the first impulse, there was a sudden decline, and we have now *little or no demand* for it, while Webster is in steady request, and if anything, sales increasing.”—New York, Aug. 16, 1860. IVISON, PHINNEY & CO.

“We have sold, wholesale and retail, *two hundred* copies of Worcester's Quarto Dictionary, and *six hundred and eighty-six* of Webster's Pictorial.”

New York, August 16, 1860. D. APPLETON & CO.

“We have sold more than *one hundred* copies of Webster's Pictorial Dictionary, and *two or three* copies only of Worcester's.”

Portland, August 13, 1860. SANBORN & CARTER.

We have sold *six hundred and thirty-three* copies of Webster's Pictorial Dictionary, and *forty* copies of Worcester's.

New York, August 17, 1860. PRATT, OAKLEY & CO.

Since the publication of Worcester's Dictionary, quarto, (February 24, 1860,) we have sold *four* Webster's Quarto to one of Worcester's.

New York, August 17, 1860. COLLINS & BROTHER.

We have sold *four hundred and sixty-two* copies of Webster's Pictorial Dictionary since its appearance, and *twelve* copies of Worcester's.

New York, August 17, 1860. CLARK, AUSTIN, MAYNARD & CO.

I have sold *one hundred and ninety-three* copies of Webster's Pictorial Dictionary, and *seven* copies of Worcester's Dictionary, unabridged, in equal time.

St. Louis, August 24, 1860. L. BUSHNELL.

Our sales of Webster in comparison with Worcester, are in the proportion of about *fifteen to one*. In short, our sales of Worcester nearly ceased in a few weeks after it first appeared.—St. Louis, August 27, 1860. KEITH & WOODS.

We have sold *three hundred and twenty-four* copies of Webster's Pictorial Dictionary, and only *twelve* copies of Worcester's.

Chicago, August 16, 1860. S. C. GRIGGS & CO.

We have sold *eight hundred and thirteen* copies of Webster's Pictorial Dictionary, and *one hundred and ten* copies of Worcester's.

New York, August 17, 1860. A. S. BARNES & BURR.

We have sold *three hundred and seventy-two* copies of Webster's Pictorial Dictionary, and *eight* copies of Worcester's.—Cincinnati, Aug. 23, 1860. APPLEGATE & CO.

Since the publication of Worcester's Quarto Dictionary, we have sold *twenty* copies of Webster's Pictorial Quarto to one copy of Worcester's, and have *filled all the orders* we have received for the latter.

Cincinnati, August 24, 1860. MOORE, WILSTACH, KEYS & CO.

Letters relative to the above will be subjoined from all parts of the United States.
November, 1860.

NOW READY.
WORCESTER'S
COMPREHENSIVE DICTIONARY,
For Schools, Counting-Rooms, and Families.

REVISED AND ENLARGED.

BY J. E. WORCESTER, LL. D.

[One Volume. - - - Large 12mo. 608 pp. - - - Price \$1,

◆◆◆◆◆

This Dictionary is substantially a combination of the Comprehensive Dictionary, first published in 1830, and the "Academic," published in 1855. It contains a very full vocabulary of well-authorized English words, and also many other words, in relation to which an English reader needs information as to their orthography, pronunciation, or meaning. In addition to the common words of the language, it comprises numerous technical terms in the various arts and sciences; some words which are obsolete or antiquated, but which are found in books that are much read; some which are local or provincial; some which are peculiar to the United States; and some such words from foreign languages as are often met in English books. The notices of synonyms, will be, it is believed, of essential use.

Attention is particularly invited to the appendix, which contains—

VOCABULARIES OF

Greek and Latin Proper Names.

Scripture Proper Names.

Christian Names of Men and Women, with their Signification.

Modern Geographical Names.

ALSO, TABLES OF

Pronunciation of the Names of Distinguished Men of Modern Times.

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A Collection of Words, Phrases, and Quotations, from the Latin, French, Italian, and Spanish Languages.

The Principal Deities, Heroes, &c., in Greek and Roman Fabulous History.

◆◆◆◆◆

[From the Boston Transcript of Sept. 14th.]

DR. WORCESTER'S NEW DICTIONARY. Dr. Worcester's "Comprehensive Pronouncing and Explanatory Dictionary" has been before the public since 1830, or for thirty years, and during this time it has become well known to all teachers throughout the New England States, and has received the highest commendations. This Dictionary has been revised and enlarged several times. In the present edition, every definition has been examined, the vocabulary has been much enlarged, and other important additions have been made.

In addition to the common words, it comprises numerous local, obsolete, or antiquated, and technical or scientific terms. The definitions are comprehensive and accurate. The pronunciation is exhibited by that complete and easy system of marks adopted by Dr. Worcester in all his Dictionaries, and which has been acknowledged by those competent to judge, to be the best method of expressing the pronunciation of words ever invented. Also, in cases of various, doubtful, or disputed pronunciation, the different modes, with their respective authorities, are exhibited.

The synonyms scattered throughout the volume will be found to be a very useful feature of the book, and will be of great assistance to the student.

The appendix contains important matter which greatly increases the value of the work.

The same ease and accuracy which distinguish Dr. Worcester's other works, are manifested on every page of this manual. It is a most convenient book for schools and for families,—such a work as every house should have, even a copy in every room, if it can be afforded.

SWAN, BREWER & TILESTON,
131 Washington Street, Boston.

November, 1860, 1m

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The *New Primary Arithmetic* is now used in the Primary Schools in most of the cities and larger towns in Massachusetts; including Lynn, Newburyport, Charlestown, Chelsea, Lowell, Worcester, Pittsfield, etc.; and very extensively in Connecticut, and in other States.

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THE NEW YORK CITY BOARD OF EDUCATION has recently adopted Greenleaf's entire Arithmetical Series for the Public Schools of that City, where many thousands of the books are now used.

Recent Adoption for the City and the County of Philadelphia.

Office of the Controller of Public Schools, First School District }
of Pennsylvania, PHILADELPHIA, Dec. 14, 1859. }

At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers' Chamber, on Tuesday, Dec. 13, 1859, the following Resolution was adopted:

Resolved, That GREENLEAF'S COMMON SCHOOL AND NATIONAL ARITHMETICS be introduced to be used in the Public Schools of this District.

ROBERT J. HEMPHILL, Sec'y.

☞ More than 20,000 of the Books have been ordered, to supply the schools in Philadelphia.

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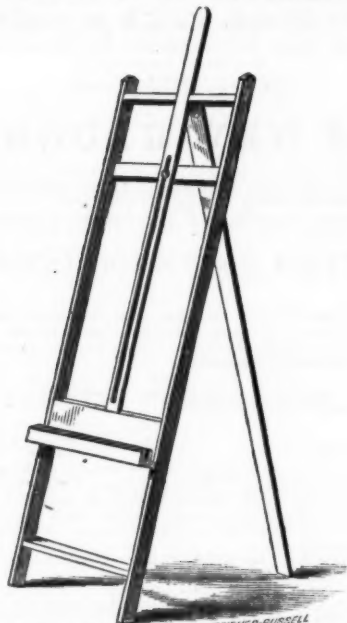
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WORCESTERIAN ORTHOGRAPHY IN THE U. S. SENATE.

In a recent discussion in the Senate of the bill to carry into effect the treaties between the United States and Siam, China, Japan, Persia, and other countries, the following orthographical amendments were made, as reported in the Washington Globe:

Mr. Bayard. There are some amendments, which are merely formal, that I desire to make, at a suggestion of the Department. In line six, section twenty-one, I move to strike out the words "of the Sublime Porte," and insert the word "Ottoman" between the words "the" and "dominions." It is a different mode of description. It is considered better and more effective.

The Presiding Officer. If there be no objection, that modification will be made.

Mr. Bayard. I have another amendment; wherever the word "offense" is spelt with an "s," instead of a "c," to strike out the "s" and insert "c," because it is an offence against the English language to spell it in that way. [Laughter.]

The Presiding Officer. That modification will be made.

Mr. Bayard. I move also, in the fourteenth line of the twenty-eighth section, to strike out the second "e" in the word "employee."

The Presiding Officer. It will be so modified.

Mr. Bayard. I have one other formal amendment which is essential. It is, in the ninth line of the first section, to insert the word "invested," instead of "vested."

The Presiding Officer. That change will be made.

The bill was reported to the Senate as amended, and the amendments were concurred in, and the bill ordered to be engrossed, and read a third time. It was read a third time, and passed.

"SIGNIFICANT FACTS."

The publishers of Webster's Dictionaries have recently published, under the head of "Significant Facts," several certificates from certain booksellers in relation to the relative sales of Worcester's and Webster's Dictionaries. This step has undoubtedly been taken to produce the impression upon the public mind that Worcester's Dictionary does not sell, and that Webster's does. It is therefore proper to state that none of the firms named have any "pecuniary interest" in the sale of Worcester's Dictionaries. They are not our agents, and most of them have not purchased directly from us a copy of the book. In fact, we shall presently show that they have, most of them, an interest in preventing the sale of it. We are therefore happy to learn that they have sold as many copies of Worcester as they have certified to.

We may here also state, the Library edition of Worcester's 4to. was issued January 3d, 1880. The edition for the trade appeared on the 25th of the same month. In the short period which has since elapsed, we have issued TWENTY-THREE THOUSAND copies of the work. The demand for them, the publishers of Webster to the contrary notwithstanding, so far from decreasing, we have substantial reasons to know, is on the increase.

We feel that the literary public must be heartily tired of the "War of the Dictionaries," and we confess that we are; but there is a large class of people engaged in the various avocations of life who have something else to do than to study Lexicography. They know little about the etymologies of words, and care less. Still they want a good English Dictionary. They want it for their own use, and for the use of their children. It is this class of purchasers that the publishers of Webster's Dictionaries hope to influence by their advertisements, their misrepresentations and their

mis-statements. "Get the Best!" "Get the Cheapest!" "Get the Great American Dictionary!" "Get Webster!" are as familiar to the eye of every reader of a newspaper, as are the advertisements of "Day and Martin's Blacking," the "Balm of a Thousand Flowers," or the veriest nostrum that has recently been invented. To prevent this imposition, and to defend our own property from their unprincipled attacks, must be our apology for so often appearing before the public.

To show the value of the certificates of some of these booksellers, we subjoin the following correspondence, which took place soon after the introduction of Worcester's Dictionaries into the public schools of Philadelphia. It will be necessary to state that Messrs. Mason Bros. of New York, are publishers of some of Webster's School Dictionaries, under a lease from the Messrs. Merriam. Presuming that "one of the firm" of Messrs. H. Cowperthwait & Co., the publishers of Warren's Geographies, was not co-operating with them in making a "National Standard," they addressed the following letter:—

* Messrs. COWPERTHWAIT & Co., Philadelphia:

"Gentlemen: If you are interested in Worcester's Dictionaries, or are using your influence for them, we and the other publishers of Webster would be glad to know it. We have often heard that such was the case, but have paid no attention to it. The matter now comes to us in such a shape, however, that one of your firm appears to be acting as an agent for the Worcester publishers.

"We of course do not question your right to work for these books or any others, but would like a clear understanding in the matter, as we are disposed to reciprocate favors in these book matters. Please to show your flag.

"Very truly yours,

MASON BROS.

"POSTSCRIPT.—Among the publishers now having important pecuniary interest in the success of Webster, are: W. B. Smith & Co., Cincinnati; Sanborn & Carter, Boston; Ivison & Phinney, New York; A. S. Barnes & Co., New York; Appletons, New York; G. & C. Merriam; Morton & Griswold, Louisville; Phillips, Sampson & Co., Boston.

"If you have joined hands with the Worcester interest, we should like to have these parties know it, as their agents are able incidentally to do something in geography matters without much trouble."

To which the following manly and dignified reply was made.

* Messrs. MASON & BROS.:

"Gents: We should have great pleasure in defining our position with reference to Worcester's Dictionaries, were it not for the implied threat which accompanies your letter. As it is, a decent self-respect prevents our replying to it.

"We do not believe you are authorized to speak for the firms whose names you use. We expect our competitors in business will do what they can honorably to secure the introduction and sale of books they publish; but we do not believe those of them who do not publish geographical works will instruct their agents adversely to our geographies, as you intimate will be the case, whatever may be our course with reference to 'joining hands with the Worcester interest.'

"Yours truly,

H. COWPERTHWAIT & CO."

A short time previous to this correspondence, the School Committee of Boston had voted with great unanimity to introduce "Warren's Geographies," to be used exclusively in all their schools, to take the place of "Mitchell's Geographies."

In accordance with the threat contained in the letter, an unsuccessful attempt was made by the agent of Webster's Dictionaries to displace Warren's Geographies (published by Messrs. H. Cowperthwait & Co.) in the Boston schools. A vigorous attack was made upon the book through the columns of the press, and the subject was discussed at several successive meetings of the School Committee of the city, when the foregoing correspondence was brought forward, and the conspirators were thus exposed to the ridicule of the community.

We ought in justice to state, from the highest authority, that, with the exception of Messrs. W. B. Smith & Co. and the Messrs. Merriam, the very respectable firms alluded to had no complicity in the matter, and that Messrs. Mason & Brothers were not authorized to use their names in the correspondence.

These "significant facts" show the value of the certificates alluded to. They show conclusively that these parties not only had an "important pecuniary interest" in the success of Webster, but that the publishers of Webster attempted to coerce others into an opposition to Worcester. But, happily for the world of letters, they did not succeed. Worcester's Royal Quarto Dictionary is not only a "significant fact," but its success is a "fixed fact."

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St. Louis, August 24, 1860.

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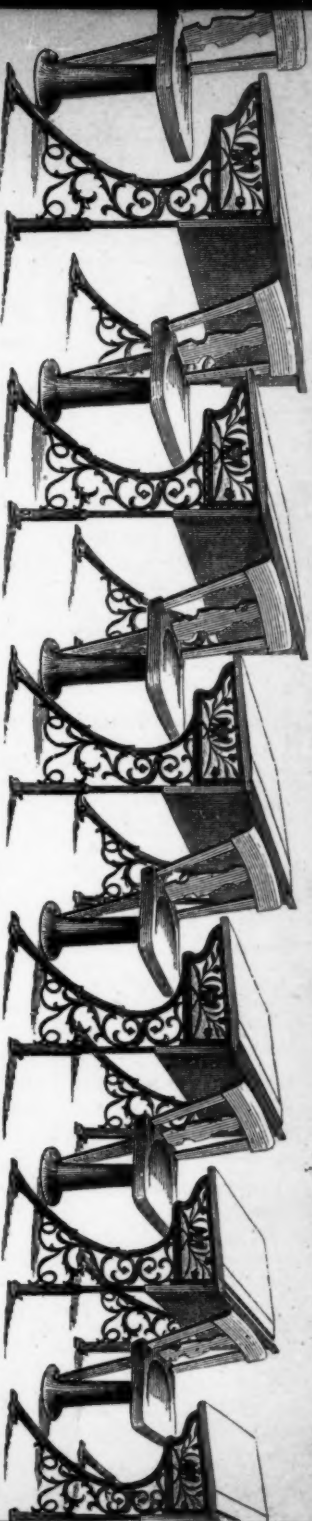
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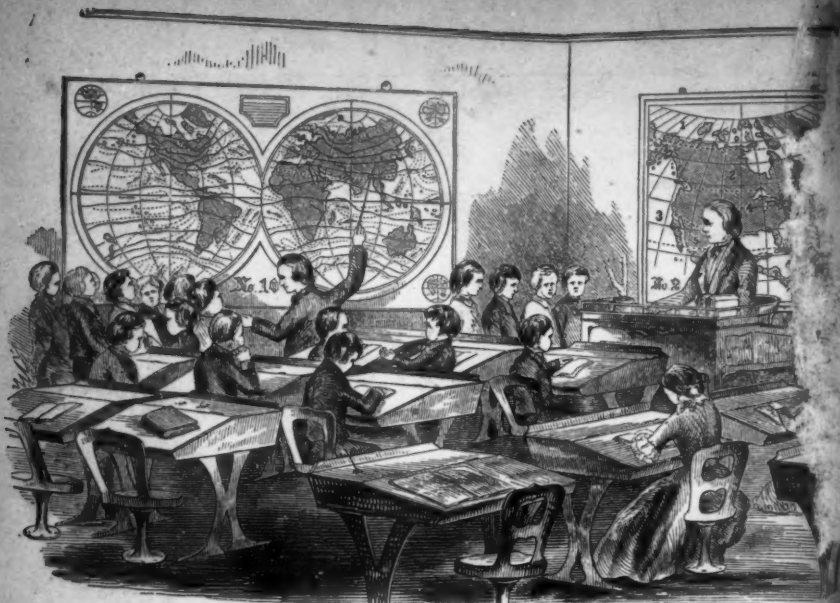
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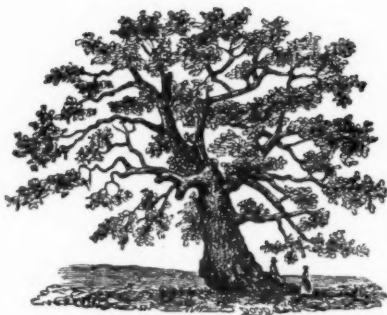
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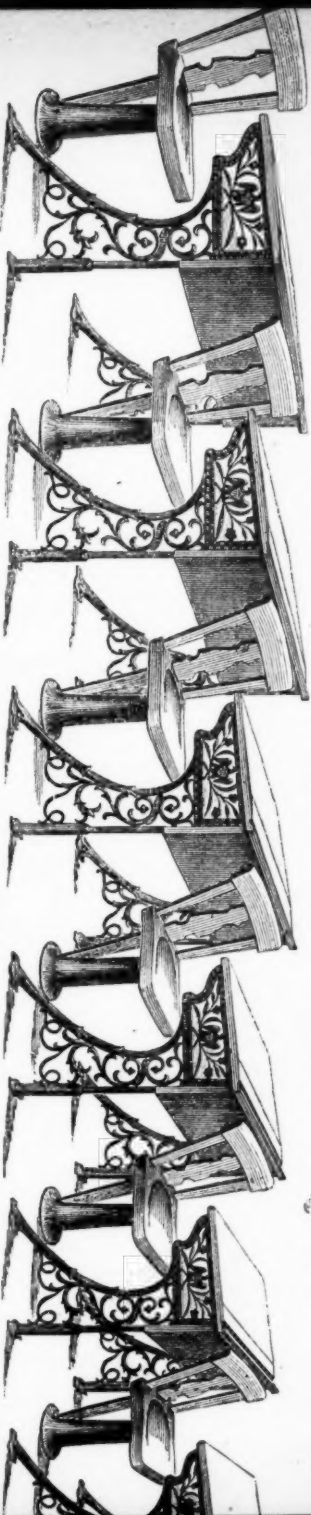
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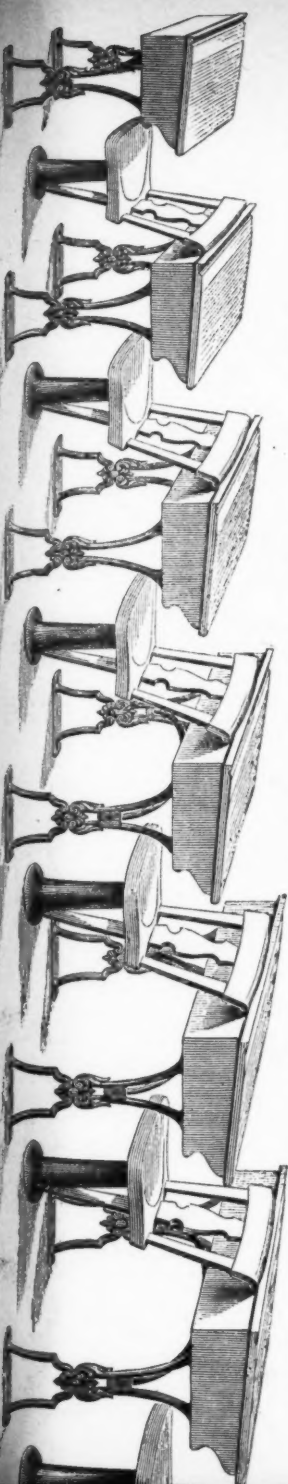
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PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

Vol. XV., MARCH, 1860. No. 3.



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Gentlemen's Shirts,	1	5	13	31	Calico Dress,	57	6	37							
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Satin Vests,	1	14	7	19	Muslin,	30	6	1							
Linen "		48	5	14	Chemise,	1	1	10	31						
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Summer,		38	2	50	Silk Apron,	15	4	16							
Silk Dress,	1	13	10	22	Plain "	9	1	26							
Merino Dress,	1	4	8	27	Plain Night Dress,	1	7	10	2						

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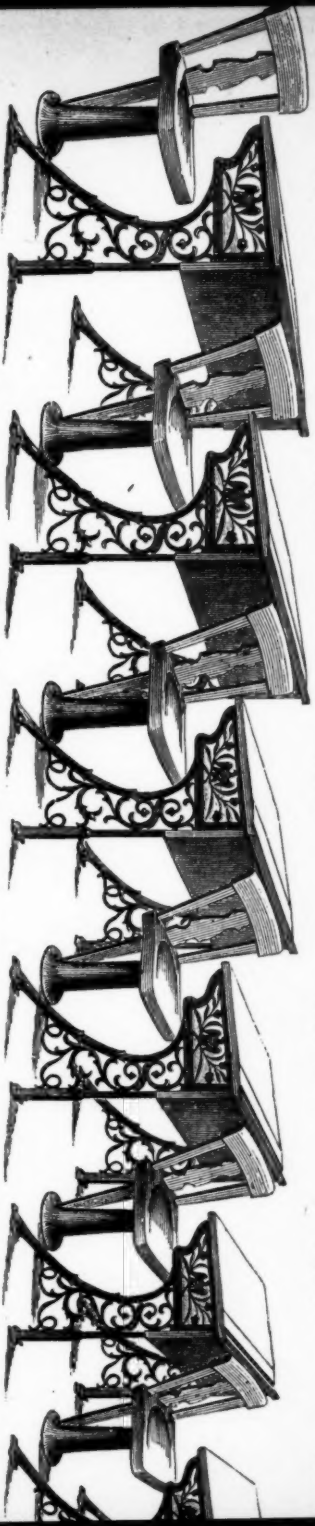
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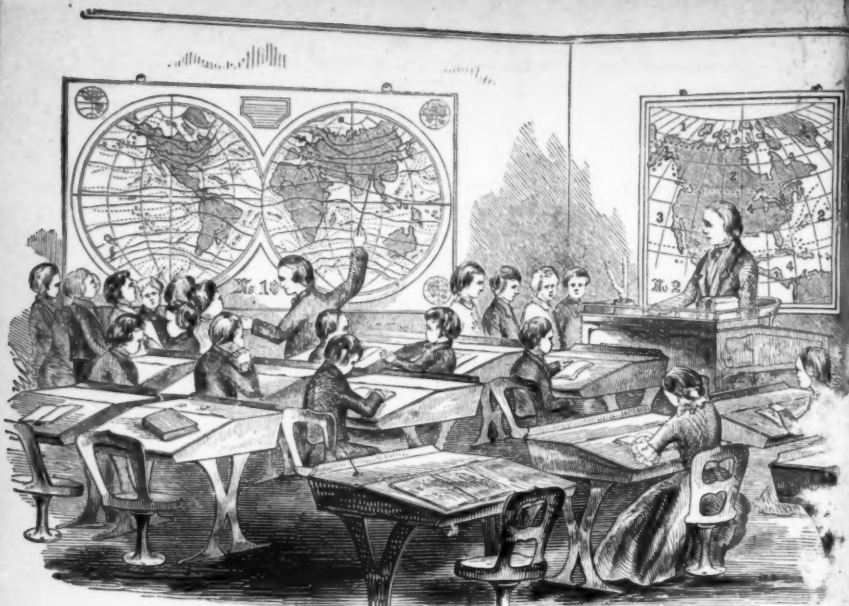
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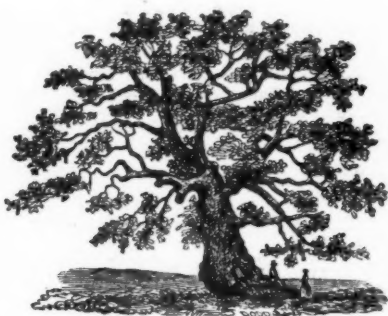
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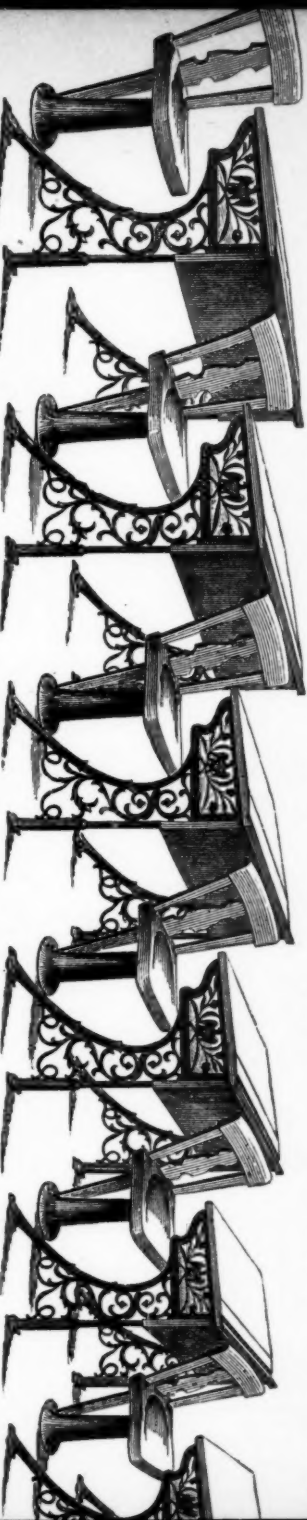
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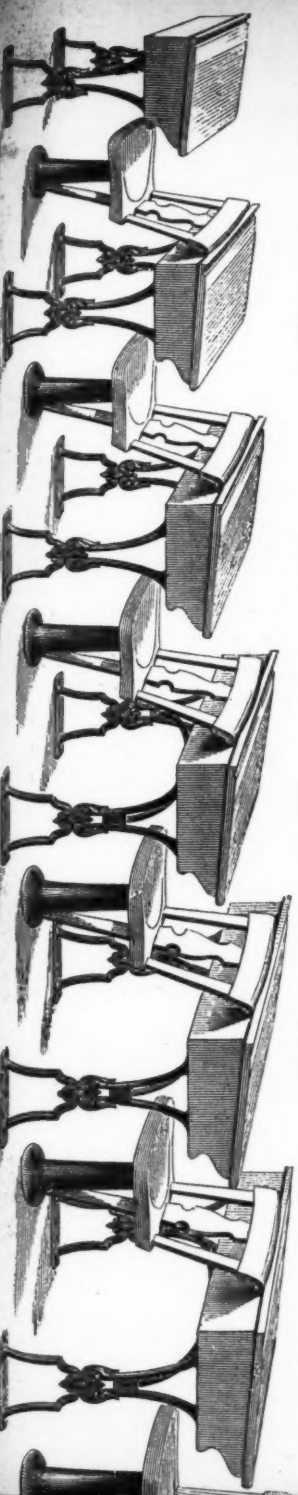
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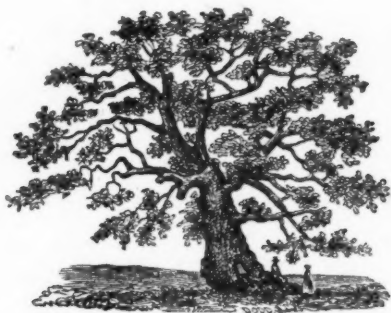
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And I must add that I myself ever admire your machine, and that it has been of immense use to my family, and to many others, who are poor, and whom my wife has gratuitously assisted in sewing.

Yours truly,

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[Translation of Mrs. King's Letter to the Grover and Baker Sewing Machine Company.]

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May you have health.

A. A. KING.

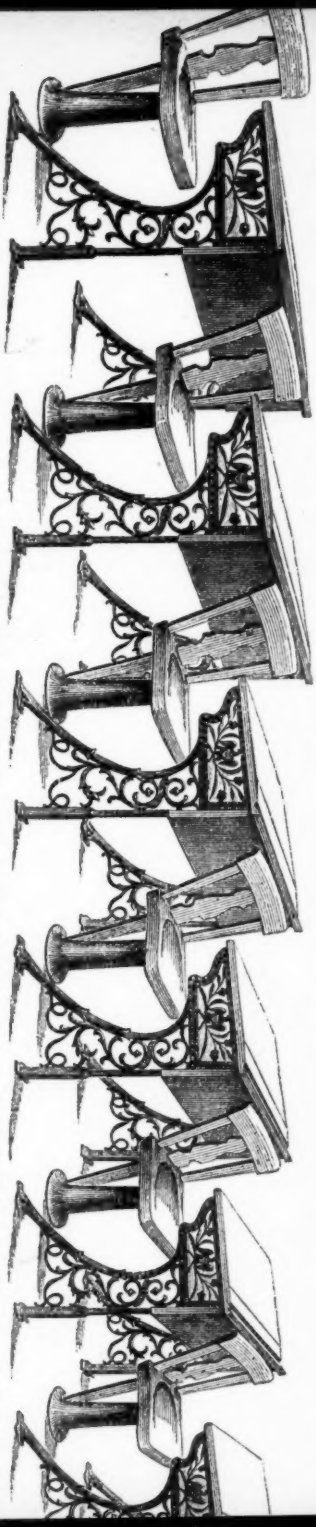
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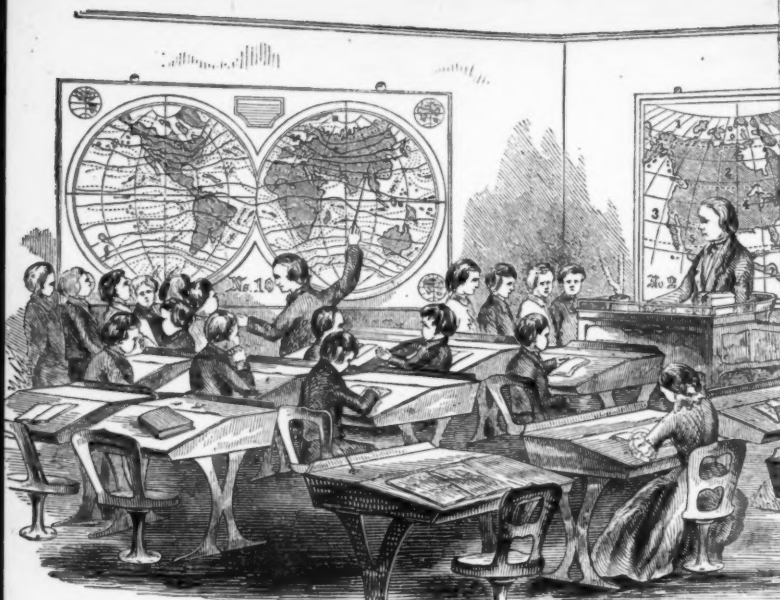
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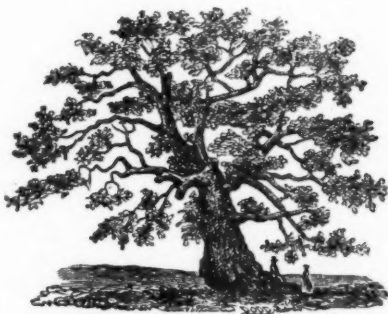
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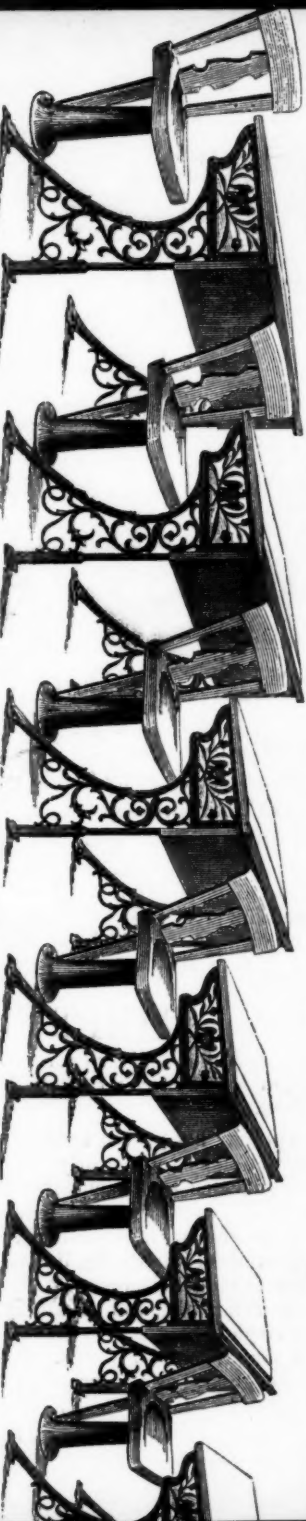
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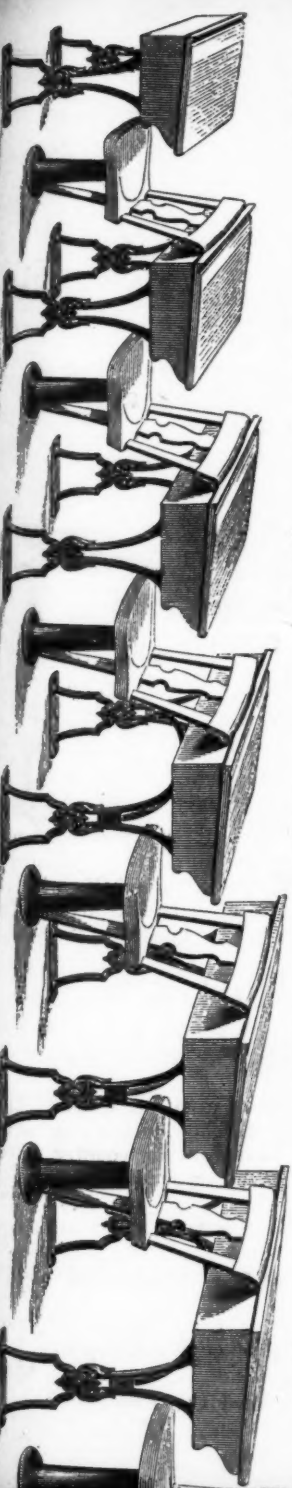
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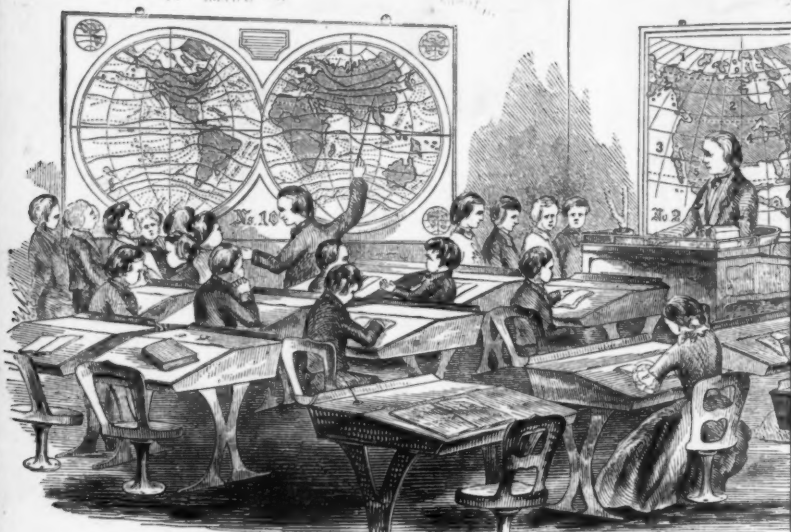
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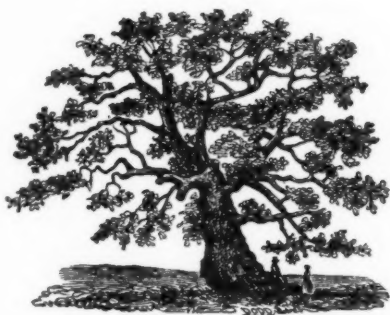
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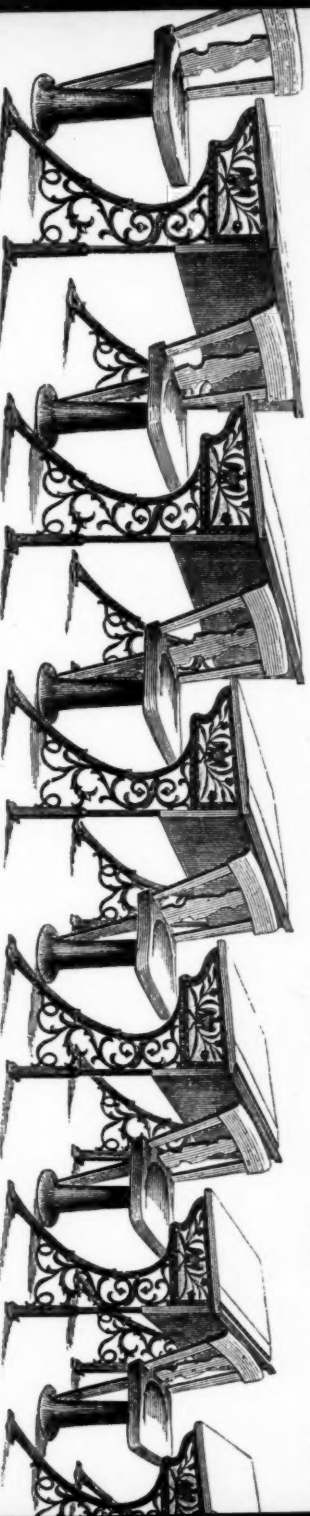
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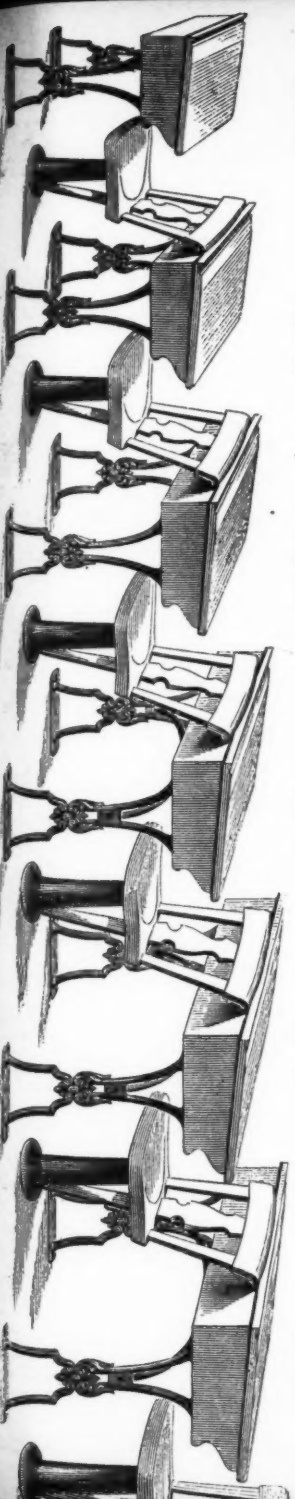
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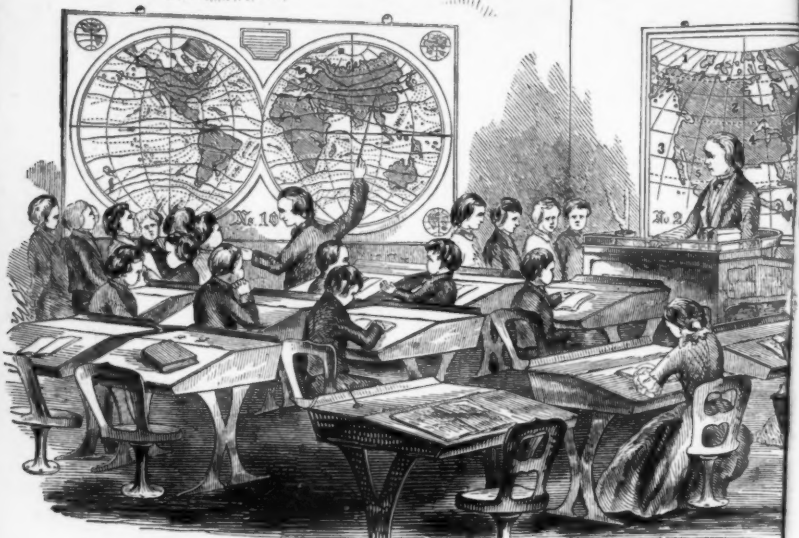
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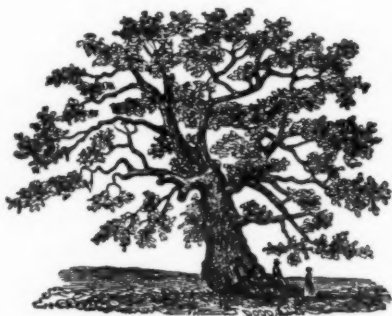
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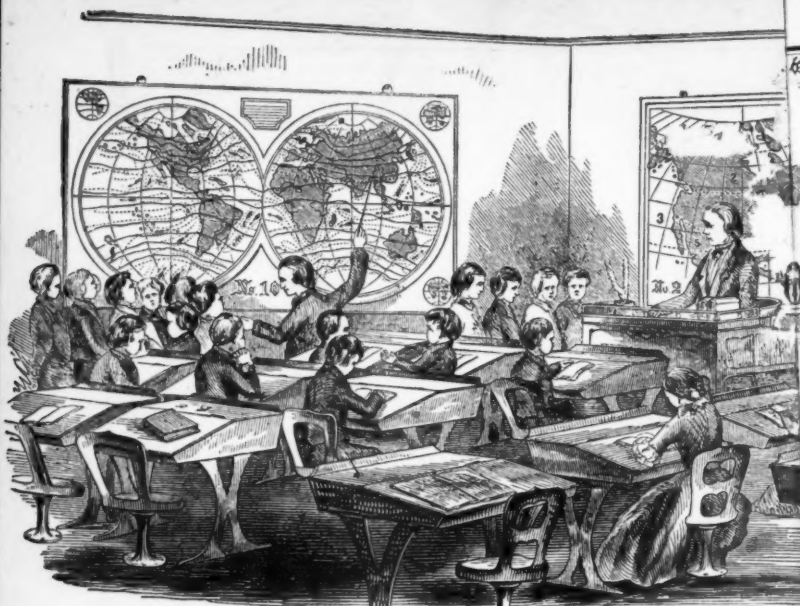
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November 1859.

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COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

Vol. XV., SEPTEMBER, 1860. No. 9.



NEW SERIES, VOL. VII., No. 9.

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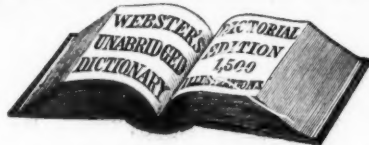
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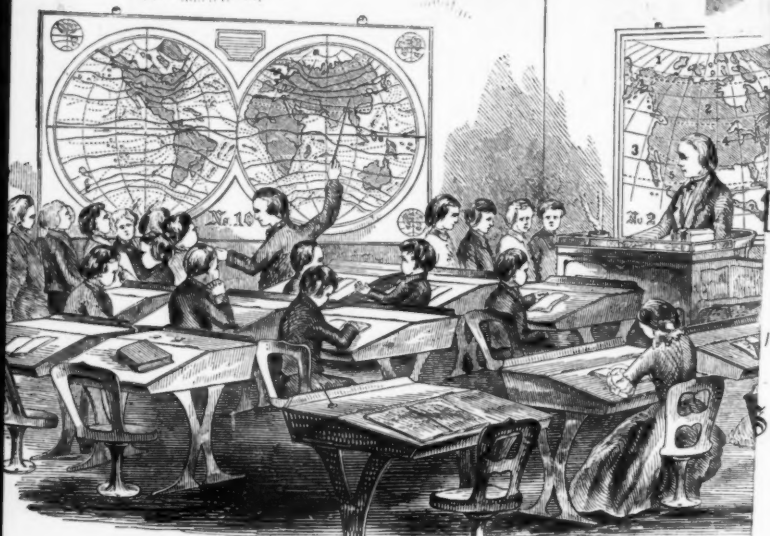
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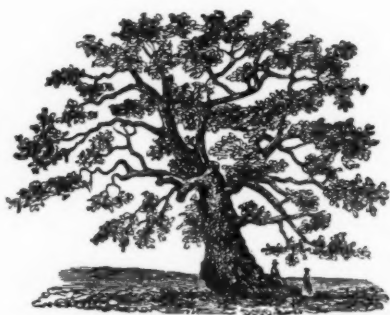
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
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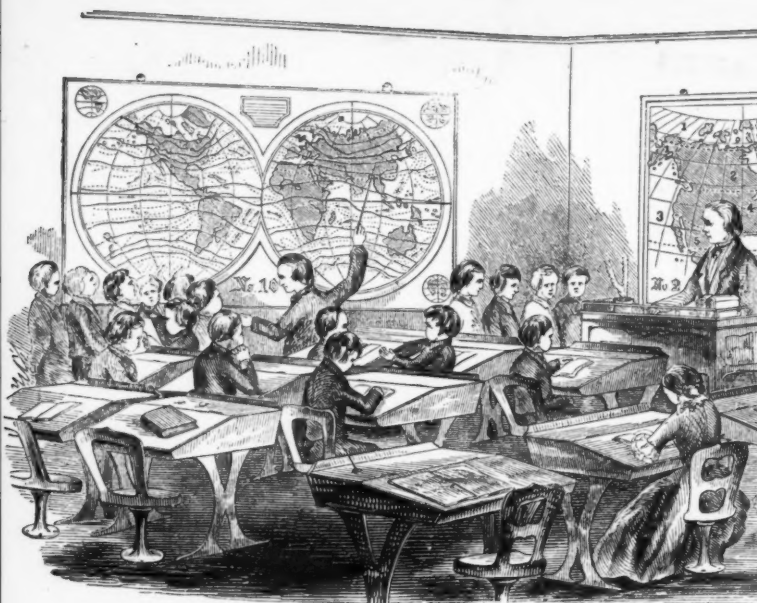
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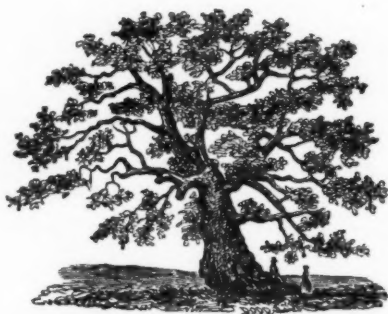
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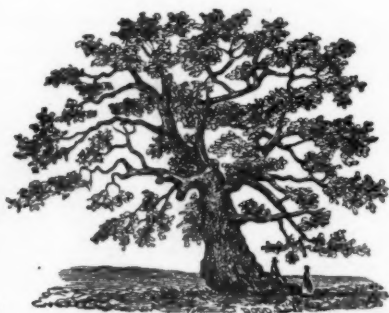
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"ORTHOGRAPHY IN THE U. S. SENATE."

PHILADELPHIA, Sept. 11, 1860.

Messrs. G. & C. MERRIAM, Springfield, Mass.

Gentlemen:—A long advertisement, largely displayed with big capitals, appears lately in the newspapers of Philadelphia, in which are set forth the praises of Worcester's Dictionary. The advertisement is by Swan, Brewer & Tileston, Boston. No objection can be made to their commending, in just terms, any article which they have for sale, and if they had done no more, the writer would not have troubled you with these lines. But, in order to depreciate Webster's Dictionary, they have inserted in the advertisement an extract from the Washington Globe, stating the several orthographical amendments proposed by Mr. Bayard, Senator, to the Treaty with China, Siam, etc. This extract is introduced with the caption, "Worcesterian Orthography in the U. S. Senate," evidently intended to convey the impression that all the words noticed by Mr. Bayard, were errors in Webster's Dictionary, and that all the amendments proposed by him were to change them from Webster so as to conform to Worcester. This is unfair. Such conduct is unbecoming in respectable men, such as we would presume the publishers of so great a work as Worcester's Dictionary to be. On turning to Webster's Dictionary, it is found that there are both "Sublime Porte" and "Ottoman"—and both "invented" and "vested"—and that "employé" has only one e. The only word, therefore, in Webster, to which Mr. Bayard's motion could apply, was "offense." and though the alteration to "offence" seems to have been acquiesced in by the members of the Senate, it does not follow that they all desired the alteration—indeed, it is probable that they gave very little thought to the subject. But let that pass, and the advertisers get all the benefit of Mr. Bayard's preference, as far as respects that single word.

I am an old man—was formerly actively and extensively engaged in business, and no doubt sometimes gave a favorable representation of my wares—but never, I hope, by innuendo, or otherwise, misrepresented the wares offered by others.

With respect to the two Dictionaries, about which there are so many discussions, I offer no opinion. I have Webster, and often consult it with satisfaction—perhaps I will sometime get Worcester also.

I do protest against the publishers of Worcester insinuating that Webster spells "employé" with an additional e, or that he gives *Sublime Porte* for *Ottoman*, or *Ottoman* for *Sublime Porte*—*vested* for *invented*, or *invented* for *vested*, and so forth.

I have no particular feeling for the publishers of either of the Dictionaries—indeed, I have no acquaintance whatever with any of you. It is unnecessary to give you my name; you would not know me; and it would be of little consequence.

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